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# MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN LANGUAGE  
ASSOCIATION

EDITED BY

J. G. ANDERSON

VOLUME XII.

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## MODERN LANGUAGE TEACHING.

NUMBERS STILL IN PRINT.

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MODERN LANGUAGE TEACHING appears eight times yearly, viz., on the 15th of February, March, April or May, June, July, October, November, and December. The price of single numbers is 6d. ; the annual subscription is 4s.

The Journal is sent free to all Members of the Modern Language Association who have paid their subscription for the current year. Applications for membership should be addressed to the Hon. Secretary, Mr. G. F. BRIDGE, Steeple Kingsway, Gerrards Cross; and subscriptions to the Hon. Treasurer, Dr. W. PERRETT, 58, Erskine Hill, Hendon, N.W.



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VOLUME XII. No. 1

February, 1916

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## THE MODERN LANGUAGES AFTER THE WAR.

YOU have paid me a signal compliment in electing me to be the President of this flourishing and important Association, a body which has done so much to advance the study of modern languages in our midst. Your civility to me in this matter is the more marked, because I have never had the privilege of being associated with you in any of your admirable work. I was busy in another field, and your courtesy, therefore, in coming to me there, and transferring me to the sphere of your own activity, is all the more emphatic. I believe I do not exceed probability when I venture to attribute it to your approval of the warm and constant attention which I have paid for many years past to the literatures of those languages which you cultivate professionally. It is true that, for half a century, a great portion of my thoughts has been occupied with the speech of several of the nations whose action lies outside the borders of the British Empire. I always felt a strong attraction in exotic thought; and when I speak of half a century I am not using the language of loose exaggeration, for it was in the winter of 1865, when I was a schoolboy at home for the Christmas holidays, that I told my father that I wished to teach myself Danish and Swedish.

He was very much surprised at this

design, with which I do not think he had any sympathy, but he set about trying to meet my views. But you, who enjoy so many advantages, and have libraries of educational works at your finger-ends will hardly realize what the difficulties of study were fifty years ago. All we could obtain, after much inquiry, were two bound pamphlets, written in questionable English and badly printed in Germany, belonging to the well-known series issued by a certain Herr Ahn. That was all that British booksellers could at that date supply, and it was in those grotesque treatises that I painfully taught myself the rudiments of Swedish and Danish. The Swedish, I remember, was printed in the old letter of a hundred years ago, and I came at a later date to discover that the familiar phrases which the reader was invited to repeat in the streets of Stockholm belonged to the period of lace-ruffles and sedan chairs.

I have told you that my father sympathized but little with my desire to become familiar with foreign ideas. This was, I am persuaded, characteristic of the attitude of cultivated people at that time. We had abundance of books in our house, but I think I am accurate in saying that there were not any, except directly scientific treatises, which were not written in English. I recollect hearing my father



say—and this is a reminiscence which I recommend to the Modern Language Association—I heard him say, when I was a child, that he thought it a great pity that Latin had ceased to be the common language of Europe, as it would enable learned men to communicate with one another without being bothered with French or German. He certainly did not permit himself to be ‘bothered’ with French, a language for which he felt and expressed a disdain which was highly characteristic of that epoch. I have troubled you with these autobiographical trivialities—from which I now promise to sail away on the high seas of general principles—because I wanted to draw your attention to a state of feeling which I think there is considerable, although only partial, danger of our experiencing again in the immediate future.

If anyone had ventured, fifty years ago, to prophesy that at the beginning of the twentieth century there would exist in London, with ramifications all over the country, a numerous and influential Association wholly concerned with the encouragement of the study of foreign languages, the statement would have been received with incredulity and perhaps with indignation. Foreign languages were widely regarded as ‘not quite nice’; they produced two kinds of books, namely, books of no interest to anybody, and books which were injurious to the morals of the young person. You will find this conviction only partly concealed in the writings of enlightened novelists, such as Thackeray and Charlotte Brontë. In the conversation of the ordinary middle-class person it was not concealed at all, but walked naked and unashamed.

I commend to your attention the wonderful diagnosis of this state of mind which Dickens gives in his chapter on ‘Podsnappery.’ This occurs in the early part of *Our Mutual Friend*, and

would therefore be written in 1862 or 1863. It would lead us too far, and perhaps lead us nowhere, if we attempted to fix the causes of the extraordinary mental insularity which wrapped us round as with a fog after the Crimean War. It seems to have crystallized about the character and policy of Lord John Russell. It expressed itself with absolute fulness and rotundity in that speech of Mr. Podsnap to the Foreign Gentleman: ‘This Island is blest, sir, to the direct exclusion of such other countries as—there may happen to be!’ and in that magnificent confession of faith which sums up all which is required to prove that a Modern Language Association is not merely needless but even perhaps immoral: ‘There is in the Englishman a combination of qualities, a modesty, an independence, a responsibility, a repose, combined with an absence of everything calculated to call a blush into the cheek of a young person, which one would seek in vain among the other Nations of the Earth.’

The description of Podsnappery in *Our Mutual Friend* is not extensive, since Mr. Podsnap’s rôle in the plot of the story is negligible, but it was very effective, and its place in the history of education in England is important. The brain of Dickens was the most marvellous instrument for social reform which has occupied itself in the production of modern English literature, and the result of his attacks upon various efflorescences of national folly and affectation is not to be measured by their extent, but by the wit and force and originality of their delivery. I have no hesitation in saying that the movement which culminated in the formation of the Modern Language Association was started in the shout of laughter which greeted the performances of Mr. Podsnap. He was the type of the rich, conventional, half-educated middle-class Englishman of the early sixties, the



sort of man who took the chair at public meetings and defended the purity of the Constitution from the back benches of the House of Commons. He was a type which had seemed impervious to satire, lifted above all fear of it by his intense respectability, his 'stake in the country,' and the severity of his moral standard. Let us observe him when he entertains a distinguished foreign gentleman at a dinner-party in his house :

As a delicate concession to this unfortunately-born foreigner, Mr. Podsnap, in receiving him, had presented his wife as 'Madame Podsnap'; also his daughter as 'Mademoiselle Podsnap,' with some inclination to add 'ma fille,' in which bold venture, however, he checked himself. The Veneerings being at that time the only other arrivals, he had added (in a condescendingly explanatory manner), 'Monsieur Vey-nairreeng,' and had then subsided into English.

'How Do You Like London?' Mr. Podsnap now inquired from his station of host, as if he were administering something in the nature of a powder or potion to the deaf child; 'London, Londres, London?'

The foreign gentleman admired it.

'You find it Very Large' said Mr. Podsnap spacioisly.

The foreign gentleman found it very large.

'And Very Rich?'

The foreign gentleman found it, without doubt, énormément riche.

'Enormously Rich, We say,' returned Mr. Podsnap, in a condescending manner. 'Our English adverbs do Not terminate in Moug and We Pronounce the "ch" as if there were a "t" before it. We Say Ritch.'

'Reetch,' remarked the foreign gentleman.

'And Do You Find, Sir,' pursued Mr. Podsnap, with dignity, 'Many Evidences that Strike You, of our British Constitution in the Streets Of The World's Metropolis, London, Londres, London?'

The foreign gentleman begged to be pardoned, but did not altogether understand.

'The Constitution Britannique,' Mr. Podsnap explained, as if he were teaching in an infant school. 'We Say British, But You Say Britan-nique, You Know' (forgivingly, as if that were not his fault). 'The Constitution, Sir.'

The foreign gentleman said, 'Mais, yees; I know eem.'

A youngish sallowish gentleman in spectacles, with a lumpy forehead, seated in a supplementary

chair at a corner of the table, here caused a profound sensation by saying, in a raised voice 'ESKER,' and then stopping dead.

'Mais oui,' said the foreign gentleman, turning towards him. 'Est-ce que? Quoi donc?'

But the gentleman with the lumpy forehead having for the time delivered himself of all that he found behind his lumps, spake for the time no more.

'I Was Inquiring,' said Mr. Podsnap, resuming the thread of his discourse, 'Whether You Have Observed in Our Streets as We should say, Upon our Pavvy as You would say, any Tokens—'

The foreign gentleman with patient courtesies entreated pardon. 'But what was tokenz?'

'Marks,' said Mr. Podsnap; 'Signs, you know, Appearances—Traces.'

'Ah! Of a Orse?' inquired the foreign gentleman.

'We call it Horse,' said Mr. Podsnap, with forbearance. 'In England, Angleterre, England, We Aspire the "H," and We Say "Horse." Only our Lower Classes Say "Orse"!'

'Pardon,' said the foreign gentleman; 'I am alwiz wrong!'

'Our Language,' said Mr. Podsnap, with a gracious consciousness of being always right, 'is Difficult. Ours is a Copious Language, and Trying to Strangers. I will not Pursue my Question.'

But the lumpy gentleman, unwilling to give it up, again madly said, 'ESKER,' and again spake no more.

This inimitable railleury sank deep into the conscience of English people, who were surprised, I think, to find themselves behaving so absurdly. Immediately on the revelation of Podsnappery by Dickens, there followed, in a spirit of graver irony, while moving in exactly the same direction, the admonitions of Matthew Arnold; and after the Franco-Prussian War of 1870 there was a marked improvement. Our insularity suffered many shocks, and we grew less and less proud of our splendid linguistic isolation.

I have drawn your attention to this historic aspect of the study of modern languages because I wish that we should bear it in mind in speculating—as we must do, and as I frankly think we ought to do—on the condition of these particular studies at the close of the present war.

There are some subjects which we are unable to decide upon without laying ourselves open to the charge of vain prophesying, and we are obliged to confess our total inability to dogmatize in dealing with them. There is a natural tendency to leave them undiscussed, that we may save our own faces when the unexpected happens. However, you will observe that among these subjects which transcend our logic, there are several, some of which I need not specify, which are of such an overwhelming importance that it is impossible for a sane man to put aside the thought of them. The question we are now raising is not of that transcendent character, but for all of us gathered here to-day the query, What is to become of the study of modern languages after the war? is sufficiently interesting to excuse us for dwelling on it as searchingly as we can, although we are powerless to give any convincing reply.

One thing is certain, and that is that political bias influences the study of foreign languages. Without going at all closely into details, I may suggest to you that the peace with France at the close of the seventeenth century was immediately coincident with the increased attention given to French literature in this country, and that the first impetus to the study of German poetry was due to a curiosity to understand the temperament of the Allies who fought with us at Waterloo. In earlier times than ours, wars have been declared and prosecuted by Governments without the emotional effects of those wars remaining for any length of time imprinted on the sensibilities of con-combatants in those countries. For instance, it is impossible to think that any person in Paris declined to read *Tristram Shandy* because Hawke had shattered the French fleet off Quiberon. The two matters were held quite distinct; the one concerned the Govern-

ment and a limited number of sailors, the other depended upon the personal tastes and habits of mind of people who were highly indifferent to the political game altogether. In a certain measure, I think this has, until now, been true of all wars—that is to say, that in the midst of these conflicts there have always existed a large number of people who were not the enemies of their own country but who stood aloof from its military interests, who, in short, declined to concern themselves with what was going on, and were not affected by it.

But we must all be aware that the phenomenon before us at the present time is quite other than this. It is unprecedented in the colossal unanimity of national interests involved in it. This war is not a matter of a clique, or even of a Government; it is not waged in the interests of a class or of a party, but it represents the effort of what is practically the whole of an Empire. The same, perhaps with, if possible, a greater intensity, is true of France and of Germany, and I suppose of Russia, too. Let me urge upon you the consideration of this fact as an element in the question before us, the practical question of what is to become of the study of foreign languages. If, as we have acknowledged, political prejudice and political curiosity have always interacted upon that department of education, are we not to expect that on this occasion, when the exasperation of feeling is so much more acute than it has ever been before, political influences will more than ever be in action? I think that we certainly must have that expectation.

The most sensational question, therefore, which we have to put before ourselves as a practical body, is this: Is the study of the German language to be relegated after the war to a place entirely subordinate to that of the languages of our Allies? I conceive that the Modern



Language Association has no problem before it more important than this, or more difficult to decide. We can, I think, obtain some light on this query by observing what the trend of opinion is in German educational circles with regard to the converse matter—that is to say, the cultivation in Germany of French and English studies after the war. It is, as you know, and as I dare say some of you have experienced practically, difficult to discover this with any certainty. I have, however, been at some pains to investigate as far as possible the state of German feeling, and I give you, for what they are worth, certain results. In the first place, the feeling differs in different centres, and has very distinctly been modified by the passage of the months of war.

At the beginning of the conflict, in the autumn and winter of 1914, the violence of German hatred of England and France knew no bounds; with regard to England, in particular, it took, in highly-educated and hitherto balanced persons, the characteristics of hysteria, almost of insanity. You will recollect the manifesto of the ninety-three intellectuals, who justified the burning of Louvain, the massacres of Belgian civilians, and all other abominations of the first unspeakable weeks with a servile unanimity and a crapulous garrulity that was shocking in the highest degree. This was in October, 1914. I confess to you that no excess of barbarity in the dreadful campaign of the Germans, no cruelty to civilians, no destruction of monuments, no outrage of the laws of humanity, had appalled me more than did the manifesto of the ninety-three intellectuals. When we saw the leaders of all that was most venerable in the polity of Germany, her great scholars, her great theologians, the leaders in her science, the lawgivers in her jurisprudence, combining to support and applaud the worst horrors of brigandage, we felt the very

ground giving way beneath our feet. I do not believe that that spirit could last among men of cultivation, and as a matter of fact there is evidence that it has abated.

But in that first spasm of rage there was developed in Germany a strong movement for omitting both French and English from the school curriculum of the future. This movement was reflected in so serious a professional journal as *Die neueren Sprachen*, a periodical which was no doubt familiar to many of you before the war, when no such prejudice was to be discerned in its pages. It led to a prolonged discussion, some portions of which have come under my notice. A considerable number of educational authorities in Germany, mostly, as I gather, of the younger generation, expressed the opinion that the Teutonic languages were sufficient to themselves, and that, with a renewed attention to Latin and Greek, with, perhaps, a closer study of the Oriental tongues, it might be found possible to give to juvenile minds a sufficient discipline without disturbing them with such debased and useless languages as English and French. The well-known *Zeitschrift für französischen und englischen Unterricht* took up the question with an anxiety no doubt founded on the fact that if these reformers had their way its *raison d'être* would cease.

At this moment Professor Josef Hofmiller intervened with a remarkable contribution, in which he admitted that there could be no question that French was played out as a world language, but that English stood on a different footing. He asserted, what is rather amusing, that those whose business it is to teach German children always find that *Gulliver's Travels* and *Robinson Crusoe* are much more acceptable to them than Perrault's *Tales*, the levity of which is shocking to a serious German infant who is already sketching out his *Lebensplan*. I suppose

this to be the North German view, for Professor Hofmiller was met by critics in Baden and Bavaria, who expressed their preference for French as an educational medium, and said that their schools could get on very well without English. The mere fact that the question of abandoning the teaching of English should have been raised is very remarkable, when you recollect, as doubtless many of you do, that up to the time immediately before the war English was taking the foremost place in all the *Gymnasien* and *Realschulen*, especially in the north. The six years' English course was a feature of German school-training with which I am sure you are familiar. I think it shows how violent was the moral shock of the declaration of war that there should have been an immediate revulsion of professional feeling on such a point as this.

Here, then, we seem to find in the temperament of our antagonists a very sudden and very complete development of Podsnappery. It is the direct result of national hatred, acting more rapidly than usual, because under far more violent and universal pressure than usual. We can easily see how grotesque the expression of it is, as for instance when a German professor declares that if the English language is to be forgiven and taken back into the Teutonic fold, it must first drop all those Latinized words which irritate the pure Germanic mind when it comes across them in the English dictionary. But we must not forget that hate is apt to beget hate, and that the very fact that German teachers and professors are so intemperate and absurd should put us on our guard against a like extravagance. Before we attempt to decide what our policy is to be at the end of the war we must take into consideration many things which are at present obscure and dubious.

For instance, it is certainly important to realize as early as we can what the

international relations of the Powers, now at war, will become in matters of literature, science, and art as soon as peace is declared. That is to say, to form as clear an idea as possible of the attitude likely to be taken up by the belligerent Powers in the intellectual sphere. I think that the reply to our question, What will become of the study of modern languages? largely depends upon how that question is answered. During the first months of the war, when Germany was in her frenzy, there seemed to be no likelihood of a rational solution of this difficulty. With an inexpressible arrogance, the German men of education and science seemed prepared to treat similar professional persons in the Allied countries as slaves and outcasts, to whom the broken crusts of *Kultur* might be contemptuously thrown as an alternative to mental starvation.

This extremity of naughtiness has now, it appears, been reduced by circumstances, and the German teacher suspects that the world may be unwilling to sit at his feet with a fool's cap on its head. More recent discussion—for I need not remind you with what extraordinary fulness and volubility the German discusses everything—has led to the formation, as I observe, of two groups of opinion about what are called 'cultural' relations. There is one large group which, having recovered its sanity, admits that for the European brain-work of the future, political, that is to say international, enmity must not be allowed a place in the field of scholarship and research. The other group continues to declare that international work in matters of this kind will have to be resumed with extreme reserve, and must not be unduly hastened. We may fairly admit that some German authorities speak with a great deal of common sense on this thorny subject. For instance, I find Dr. Hermann Oldenburg writing: 'We



will not and shall not forget how much the culture of Germany and the world owes to French and English thought.'

On the other hand, the professor of physics, Wilhelm Wied, in a whirlwind of rhetoric, asks whether it is possible, or if possible whether it is worth while, to form any friendly relations in the future with the scientific representatives of a nation so destitute of the least ability or wish to appreciate the thought of other nations as England is. In glancing at these various expressions of opinion, I have been struck by the fact that the German leaders of scientific investigation are much more bitter against us than the scholars are. And in this connection, I believe that you will be interested to meet with a sort of manifesto which has been issued by Professor Ulrich von Wilamowitz-Moellendorf on this very subject of intellectual inter-relations after the war. I have not seen any allusion to it in any English publication, and I think that you will agree with me in considering that it has great importance, in face of the unique position held by its author. I need not remind you that Professor von Wilamowitz-Moellendorf is not only regarded by the classical scholars of the world as their greatest name, and as *princeps philologorum*, but that owing to a variety of circumstances he has come to fill an almost official position as the recognized head of the intellectual world of Germany. This, then, is what he has put forth as his manifesto on the subject before us. I think you will admit that it is a curious document. It says:

The academies and learned societies which guide public opinion in Germany have been watching every step which might prevent the resumption of international intellectual intercourse at the end of the war, but, until the proper moment arrives for their intervention, they will proceed no further. So far as we know, the French Academy is the only learned body which has adopted an opposite line, and it must take the responsibility for whatever conse-

quences may ensue from its action. The manifestations made by isolated scholars in various countries must not be allowed to produce a mischievous effect on the resumption of correct connections between corporate bodies after the conclusion of peace. Our hopes and our wishes should be allowed to extend no further than this—to acquiesce in whatever may ultimately prove in harmony with such reciprocal relations of the States as shall be accepted after the conclusion of peace. There can, however, be no harm in circulating writings and communications the nature of which is, at least passively, not otherwise than favourable to the researches of foreign scholarship. In the resumption of a condition of concord between the scholars of the belligerent Powers, the learned societies in the honourably neutral States ought to find themselves in a position to take a prominent rôle. In Germany such intervention by neutrals ought to meet with candid support. The learned world of Germany, however, will not sacrifice the honour of the German nation on a single point, either for the sake of peace or in the interests of science.

I do not think we shall get nearer to the official opinion of Germany than in this very guarded but perfectly intelligible statement. I take it to show that after a year of struggle which, in spite of numerous military successes, has really brought her no nearer to her dream of world-domination than she was when she started, Germany has tacitly abandoned the hope of forcing the whole world to accept her form of intellectual training. I am not one of those who laugh at the Teutonic scheme of imposing *Kultur*—that is to say, a form of mental and moral discipline acceptable to the Prussian race alone—upon the rest of mankind. I think that it was the most formidable and the most carefully planned attack upon the liberty of intelligence with which the world has been threatened since the days of Mohammed. I think that if it had succeeded, it would have reduced the mind of man to permanent and hopeless slavery. I think that the intellectual tyranny of *Kultur* would have been something much more terrible, because more permanent and hopeless, than the political



dominance of Germany. There is therefore to me something consoling in the relative moderation of the pronouncement by Professor von Wilamowitz-Moellendorf which I have just read to you. It shows that that great scholar—who, I may perhaps remind you, happens to be also a representative nobleman of the highest junker class—has come to the conclusion that we foreigners will have to be allowed to exist, unilluminated by the radiance of Brandenburg *Kultur*. So that English will still have to be taught in German schools.

Let us not, however, even in dealing with our enemies, carry irony too far. On each side, while the issues of the war are still doubtful, neither party can safely approach the other in educational matters, nor be sure how advances, however modest, will be received. Our admirable friends, the French, with whom we must always be very anxious not to be out of sympathy, take a much more serious view of intellectual interrelations than we do. We know how strong a line the French Academy has adopted in repelling the possibility of intercourse after the war. Such a moderate and thoughtful writer as M. Paul Sabatier has declared that the cleft between France and Germany in the world of letters shall never be filled up. Considerable injustice has been done, if I may venture to say so, to the reputation of that very great master of the French mind, Ernest Renan, because he is supposed to have been willing to resume scientific correspondence with the savants of the enemy. The view held by the intellectual leaders in France is that Germany has cut herself off from the benefits of civilization by her crimes, and that before she can be taken back into the polity of nations she must display full penitence and the purity of a new heart. My impression is that in England we have not yet determined upon adopting an ostracism so complete,

although some eminent Englishmen—and I think Sir William Ramsay prominently among them—have expressed themselves in full sympathy with the French.

You will observe that I have not spoken to you of the difficulties which attend the pedagogic study of modern languages. These can very well be left to take care of themselves in the commercial and political competition which will soon overtake us. My own anxieties are for the prosperity of normal intellectual cultivation, which has been so brutally interrupted by this colossal war. We have only to think of the tens of thousands of young men, who would in normal conditions be preparing themselves, by complicated mental effort, to take their part in the intelligence of the nation, and who are now serving their country in a wholly different capacity. It cannot but be that we think of those gallant young men with a certain anxiety as to their intellectual future. We have never cultivated so universal an interest in ideas in this country that we can afford, with indifference, to see a whole generation forced, by conditions of paramount importance, into a sort of mental exile. If these conditions were to be permanent, we might well despair, and the further that they are prolonged the more acute must remain our anxiety.

Let us not, however, dwell on this sad reflection, nor make unnecessary trouble for ourselves in the midst of so much real misfortune by conjuring up future disabilities which may never come to pass. There is one aspect of the future which can but stimulate our imagination and our hopes. If certain provinces of continental thought are likely to be closed to us, or at least made obscure and irksome in approach, there are others which should be more accessible when this war is over than they ever have been before. In the forefront of these are the noble language and literature of France,



so sadly neglected when I was a boy, and even to this day not examined so thoroughly and so lovingly as they should be. I am told that among our troops now fighting on the frontier of Flanders, and helping, with absolute unanimity of purpose, to defend the territory of France, it is rather rare to find an officer who speaks or even reads French with ease. I am also told that, from the conditions of occupation, this does not matter very much, and that the practical inconvenience is much less than might be supposed. But the sentimental inconvenience is considerable, and when the war is over, we should see to it that, in so far as is possible, the impediments to our comprehension of the French spirit shall all be swept away.

Our officers in France report that a frequent sight on the flat roads in the district behind the fighting-line is an English soldier sauntering along with a French peasant-girl on his arm. Neither knows a word of the language of the other, and yet they are seen to be talking all the time. The nature of this droll and mysterious communication is unknown, for if a listener steals near them, the interesting couple invariably withdraw into silence. This strange interchange of impressions is a little like the sympathy with French ideas which is enough to-day for too many of our fellow-subjects. They feel the warmest regard for our neighbours across the Channel, and they are delighted to feel themselves in the company of friends, but their sympathy is inarticulate. There should be an unrivalled opportunity after the war is over—the last rags of our ridiculous national Podsnappery having been swept away—of exposing ourselves to the radiance and warmth of the French genius.

What are we to say of Russia and the Russian language? This is a matter which must occupy the attention of

boards of education and the like, when once the time comes for re-arranging our national systems of study. I know that it is already occupying the thoughts of these authorities, but the result of their deliberations is still uncertain. Those of you who have a genius for languages will regard me with scorn when I tell you that I cannot read a page or a paragraph of Russian, and can scarcely transliterate a proper name from that odd and picturesque alphabet. No doubt an active young person, born in 1916, will come to think it incredible that a man so ignorant could ever have been made president of the Modern Language Association. In the meantime, I am disposed to believe that there are several people present who are in my plight. It has been possible for us, since the days of Prosper Mérimée, to gain a wide and elegant knowledge of several phases of Russian literature from French sources, and of later years from English translations also. I am told, however, that by confining ourselves to these versions we lose a great deal of beauty and a great variety of form. A little volume has lately been published in the Home University Library, 'An Outline of Russian Literature,' by Mr. Maurice Baring, which puts the treasures of our Eastern ally in so glittering a light that I wonder how anyone can read it, and not fly to a study of the Russian language. It is a serious reproach to us, but also a source of hope and a possibility of pleasure to come, that, as Mr. Baring says, 'The knowledge of what Russian civilization, with its glorious fruit of literature, consists in, should be still a sealed book so far as England is concerned.'

When the Franco-German War of 1870-71 was over, the Germans were so much inflated by their successes that they proposed to use German for the future, instead of French, as the diplo-

matic language. They intimated so much, in German, to the Court at Petrograd, which was then St. Petersburg. The Russian Foreign Office made no remark, but sent their next communications all in Russian, with the result that Berlin tacitly resumed the use of French. Perhaps, in the near future, we shall see the labours of our Association crowned with so signal success that all the nations will be able to correspond in their own languages with one another. But to this there must be a limit. It would strain the higher education too much to have to decipher proposals of peace from Sofia if they were couched in the Bulgarian language, which, however, to do it justice, has a very pretty alphabet. We shall not get over the fact that for ordinary people to learn a little of too many languages is a waste of time. It will be difficult for a man of limited leisure to find any other tongue from which he can obtain as much light and leading as from French.

When, in the middle of last century, all Europe was in a convulsion of vague reform, an English prophet who is so much out of fashion that I will not even mention him, remarked, 'This new Day, sent us out of Heaven, this also has its heavenly omens—amid the bustling trivialities and loud empty noises, its

silent monitions, which, if we cannot read and obey, it will not be well with us!' In the amazing events which are now rolling over us, like storm-clouds shepherded by the wild west wind, we can have no disposition to neglect the signs and monitions of fate, but it is extremely difficult—more difficult than any melancholy prophet will recognize—to be sure that we read them aright. 'These days of universal death must be days of universal new birth, if the ruin is not to be total and final.' That is the mournful tocsin in our ears, and I do not think that you can give me, as most certainly I cannot give you, any adequate reply, or suggest any certain panacea. But, as regards that portion of our privileges and our duties which is involved in the constitution of this Association of ours, I would venture, in closing, to suggest to you that the task pre-eminently before us is, so far as lies within the power of each one of us, to preserve the treasures of intelligence. In this time of incredible hurtling and hustling, each of us must remember that he carries, in a fragile vessel, a little of the supreme light, by which life is guided, and he must see to it that in the press of hurrying interests, that vessel is not broken, and the sacred light quenched.

EDMUND GOSSE.

## THE STUDY OF RUSSIAN.

THE present 'glut' of Russian books on the market is at once an occasion for joy and for sorrow. Joy is produced in our hearts by the knowledge, that at last, after so many decades of darkness, ignorance, misunderstanding, and doubt, we are getting into direct and actual touch with the great Russian people. Sorrow is engendered by the fact that there appears to be at present no kind of direction of the tide that is flooding with ever-increas-

ing volume the shelves and cases of our book-shops. These books deal with a variety of topics—history, economics, folk-song, folk-lore, music, biography, creative literature, and so forth. Now, in the present article it is proposed to deal solely with one class of books—namely, that of which the avowed aim is to teach the Russian language to the English-speaking peoples of the world.

Let us suppose we pick out one book,



or set of books, from this class, and ask ourselves frankly what its purpose should be, and how we should expect it to fulfil that purpose. Let us become more definite still, and putting ourselves into the shoes of an Englishman (*i.e.*, of a person living in these islands and habitually speaking English), ask ourselves what sort of book or books such an one might reasonably expect to furnish him with a genuine introduction to Russian, and what points of view are most important in dealing with the subjects in hand.

Our student wants to learn Russian—well, then, let us help him to do so in the simplest, most natural, most pleasant, and most thorough fashion that we know of. What is the first thing that a wise student of any language desires to know in connection with that language? Surely it is this: ‘What are the sounds of the language I am setting out to learn?’ To satisfy this desire he must be introduced to the study of phonetics. This is the foundation of any adequate knowledge of a language. Only those who know nothing of the subject will utter even the least murmur of a doubt about this statement.

*Phonetics*, then (*i.e.*, a knowledge of the speech-sounds), is the corner-stone of our building. All subsequent knowledge depends upon this for its sureness and truth. Some one has recently written, that Russians are such good linguists, that they are able to understand their language, however much it may be distorted by the speech-organs of Englishmen! This, methinks, is no great compliment, either to Russians or to English, or to the Russian language. One should try to show greater respect towards the Russian people and their language; one should implore Russians themselves to manifest a Chinese coldness and indifference to all Englishmen who presume to mangle their beautiful speech in this barbarous way. With this said, let us go

back to our student who awaits us. He wishes to know and should be taught, (1) What the sounds of Russian (consonants, vowels, diphthongs) actually are in the spoken language of everyday life, (2) how these sounds differ from the nearest ones in English, (3) what words contain the different sounds dealt with, (4) what changes these sounds undergo in words or breath-groups, (5) what influence sounds in groups (especially consonant-sounds) may have on adjacent sounds, (6) where the stress falls in breath-groups, (7) whether the accent is fixed or free, and so on, and so on. These are some of the things to be dealt with in a book, or section of a book, on Phonetics or Phonology. These are the sort of things a student wants to know. Give him, then, a reliable book dealing with them, and impress upon him the fact that in acquiring and using a new language, it is important that he should *not* try to palm off upon any subject of a neighbourly race the base coin of his own speech-sounds, for they are base or rather counterfeit when so used, and should not be recognized by any teacher, Russian or English. The would-be student must be taught to have great reverence for that wonderful instrument, wrought in the brains of countless millions of Russians for untold decades. Surely, when a student considers the slow, gradual process by which this instrument has been fashioned, he will at least make an effort to abandon himself to the sounds, accents, gestures, and intonations proper to the language. Putting it upon the lowest plane, it is a courteous act towards a great people. By so doing, and only by so doing, will he become worthy to utter, even the most homely and commonplace phrases and salutations. The book, or section of book, on Phonetics will teach him, what effort he is expected to make to attain this end. The following is a safe rule for him to observe: ‘No sound in

another language is exactly the same as any sound in one's own.' There is generally some slight difference between those which are nearest, while between those which are most unlike, 'oceans' intervene. The student would be well advised in taking to a new language, to jettison all his own sounds and acquire in childlike fashion the new set necessary, whatever the cost. To drive home what we mean, pray consider in this connection what could be more horrible to the ear of a Russian, or, indeed, to the ear of any decent English student of Russian, than the following pronunciation of the Russian *Что значить?* — 'Stow-snach-it?' The pronunciation should be, of course, 'Štō znātsūt?' This horror was quite recently heard by the writer, and similar specimens could be cited *ad infinitum*.

All this does not necessarily mean, that the student can with unfailing regularity get the correct sound in every instance, but it *does* mean that he should make a deliberate and conscious effort to do so, realizing that by repeated efforts made consciously he will one day be able to reproduce the sounds of his adopted tongue naturally without much effort, and approximately correctly. Without effort and without knowledge and sympathy for the stranger tongue, he will utter the most ridiculous rubbish.

It is necessary to speak thus strongly, because we in this country are, let us hope, at the beginning of an epoch in Modern Language Teaching. The serious study of Russian is a fitting opportunity for the exercise of 'wise' methods of teaching. Let us hope that the introduction of Russian into our Universities, our colleges, and our schools, will be made with intelligence, insight, sympathy, and thoroughness. Let us usher the language of 'our great Ally' into the academies of the country with the greatest honour, and desire that it be worthily received, learnt, taught, and utilized. Let it not suffer

as French, Italian, Spanish, and German, have too often suffered in this country from bad teaching, indifference, neglect, and, above all, from unsympathetic treatment. A careful study of the phonetic basis of the language will help in large measure towards this end. We must have phonetics, more phonetics, and still more phonetics!

*Morphology.*—In the next place our student wants to be told what sort of a language Russian is morphologically—whether it is like English or Chinese, broken up into small words, and devoid, or almost devoid, of inflexions, or whether—as he will, in fact, find to be the case—it is highly inflexional like Sanskrit or Ancient Greek. In this connection he must be shown the inflexions of the nouns, pronouns, adjectives, etc. Russian is, as we have already hinted above, highly inflexional in the nouns, pronouns, and adjectives, while in the verbs many of the inflexions have disappeared, with the result that, in this respect at any rate, the language is not so difficult as Ancient Greek. Give our friend a book or chapter containing this material in as concise and straightforward a form as possible, not necessarily to be learnt by heart at once, but gradually assimilated by continual reference as he reads, and reads, and reads. Tell him to read through the tables of inflexions carefully, and keep going back to them while he is reading the different portions of the text, which will follow in its proper place. If he can commit them to memory immediately without excessive pain and disgust so much the better. But he must not be expected to master the grammar before he goes on with the reading. He must begin reading as soon as he knows the alphabet, and has some idea of the declensions and conjugations. Let us make a digression here to drive this home. We remember the beginnings of our wrestlings with Latin. We were



compelled, poor helpless children, to swallow the declensions and conjugations of the language, to understand the use of 'ut,' and 'nihilominus,' and 'quominus,' and the 'partitive genitive,' with a thousand other horrid things, which we only saw used in yet more horrid disjointed sentences, clothing ridiculous ideas, and followed by the 'horriddest' things of all—English sentences to be turned again into Latin. All this before we were allowed even to poke our noses into Cæsar's *Commentaries*, and learn that 'Gallia est omnis divisa in partes tres,' etc. We did not realize that there was, or if we did realize, we never hoped to get into touch with, real Latin literature. Who of all those young lives imagined that there were in Latin letters from fathers to sons, from brothers to brothers, from schoolfellows to school-fellows? that there were in the same tongue conversations, and entertaining descriptions of Roman life, of animals, and ships and buildings? Not one. May the same fate not befall the Russian language at our hands, in spite of the fact that inflexion plays such an important part in its structure?

Let us return to our adopted student. When we have led him by the hand through the paradigms of nouns and verbs and adjectives and pronouns, let us indicate to him how these things are mobilized to form phrases and sentences. For the sake of convenience this part of the study may be set forth in the chapter dealing with

#### *Syntax and Agreement.*

Strange as it may seem to some dry-as-dust grammarians, this portion of the work may be made very interesting and even entertaining: but if it is to be so, it must fall into the hands of a master of language, who must give real, live examples. There must be none of this rubbish: 'Have you seen the daughter

of the Count?' 'No; but I have seen the Prince's step-granddaughter.' Or: 'The mother-in-law's sister is behind the soap-box!' Our textbooks have too long been disgraced by nonsense of this kind. If writers of books are unable to give sensible quotations illustrating the point they wish to make, they should burn their manuscripts long before they reach the printing-press. In this section of a work or works dealing with Russian, we should expect to find some treatment of that extraordinarily difficult phenomenon known as the 'aspects of the verb.' This seems to be a development of expression and thought somewhat peculiar to the Russian mind, which by its means attaches great importance to the idea contained in the verb, past, present, and future. The two aspects may be roughly defined as—

1. Definite, or finished, or conclusive; and
2. Indefinite, or continuous, or unfinished, or inconclusive.

This subject requires careful handling in any book professing to teach Russian, and must be copiously furnished with well-selected examples.

In studying and discussing this matter, there is brought home to us one great benefit derived from an intelligent study of language. If we are not merely 'parrot' linguists, we cannot help realizing that each separate language known to man represents a definite, distinct, and peculiar attitude to the external and internal worlds, or, rather, a collection of ideas, wishes, and emotions called forth or set up by these worlds, and embodies for this purpose the social and individual consciousness of a distinct community. Every language, therefore, expresses in its own way the 'nationalism' of its present speakers, as well as the surviving experiences of the past generations. Who, then, remembering this, will not treat all languages with additional respect,

however apparently insignificant their political area or the numbers of their speakers.

If we are good teachers, we shall impress upon our pupil the necessity of Russianizing himself into the study of Russian, of thinking with a Russian aspect, and thereby striving to understand the Russian point of view, which is nowhere so perfectly seen as in the language of the people. Those who decry the study of language as a mere burdening of the mind with words and phrases which can be otherwise, and perhaps better, expressed in one's own tongue, are woefully either stupid or blind to the above facts, which are psychological as well as linguistic. As we have said before, and can never reiterate too often in this country, no two languages express precisely the same ideas, and no two languages express the same ideas in precisely the same way. Is it too much to say that, if we wish to obtain a complete picture of the thoughts which have passed through the mind of 'civilized' or uncivilized man since the beginning of things, we must study every living and every dead language, every written and every unwritten tongue, every 'language' and every 'dialect.' Shall we obtain it, then? How far short are they of the picture 'who only English know'?

*Reading-Matter.*—When our friend has gone through the grammatical portion of the work carefully, learning what he can't help learning, he should begin reading. What shall we give him to read? At first he should have simple phrases of greeting, short expressions dealing with the weather and the health of the body and mind; then later continued pieces, varied by pieces in the form of dialogue, dealing with number, time, coinage, day and night, the sun, moon and stars, the house, school and church, family relationships, travelling, and so on; latterly may follow the description of a Russian town,

such as Moscow; then a short and vivid account of Russia itself, and at the end an account of the daily life of a typical Russian. Interspersed with these it is a good plan to have short stanzas of poetry (but not of poetry including archaic words), short proverbs or riddles, and towards the end short complete poetical pieces. The author of a work containing such reading-matter has to be very careful *not* to overload it with words merely for the sake of introducing words, words, words. Some authors and teachers are possessed by a passion to crowd into a given subject every conceivable word dealing with every conceivable aspect of that subject. Now, that is surely a sad mistake, as such a procedure can only lead to weariness on the part of our 'tender care.' Our object is to teach him Russian, and to get him to learn Russian in spite of himself. If we are wise and judicious preceptors, we shall lead him on gradually from stage to stage, setting tempting baits for him, sugaring his pills, or firing his enthusiasm. Remember that the whole world of Russian is before him. He is not yet an Atlas to carry it on his shoulders; he can support very little of it till his shoulders grow stronger. Strengthen him, then, little by little; do not overwhelm him at the outset.

In later textbooks extracts from Russian authors would very suitably find a place, and at a still later stage whole edited texts are the proper 'pabulum.'

Before leaving this subject, we must harp once more on an old string. Russian is so difficult phonetically, that the beginner must be given all the help possible by phonetics (sound-lore)—that true handmaid of language. In any first reading-book the text should be on the right-hand pages, and the phonetic transcription on the left side, facing it. This transcription should give a faithful rendering of the natural pronunciation of the average educated Russian speaker,



otherwise it is worse than useless. The accent should also be marked, as it, too, is difficult. If this is done in the phonetic text, it need not be done on the right-hand pages, though it is better done in the phonetic script.

*Notes.*—Following the reading-matter there must be notes, giving careful explanations of any difficult phrases, words, or idioms, either too long, or quite unsuitable, for a glossary. Very brief literary notes may find a place here, if short poems or proverbs are included in the text; and the solutions of riddles is best inserted at this point.

The last, but by no means the least, of the aids to the study of Russian, is the full word-list, or glossary, or vocabulary (call it what you will), which should be found at the end of the volume. The words in it are usually in alphabetical order, but they are better arranged in phonetic order—*i.e.*, in the order of the initial sounds of the words, consonants coming first (back-sounds, etc., on to lip-sounds), then vowels. There are some who would dispense with a glossary at the end of a Reader. This, also, is not wise. They argue that the student is then of necessity driven to consult a dictionary. Of course he is, and to waste a deal of time in doing so. What an array meets his bewildered gaze, poor distracted soul! He must wade through oceans of words that he may never use in this earthly life, and will certainly tire himself out in the process. Besides, the use of a glossary does not preclude the use of a full dictionary. By all means let us encourage the student to consult the dictionary, but let him do it with intelligence and a good appetite, and not with weariness and disgust. Nay, we go further, and say, let him have as soon as possible a dictionary in the language of the language itself; but let him have

also a handy little glossary of the text, in which each word has its phonetic equivalent!

Let us conclude by seemingly turning the tables. The thing we must remember, and teach the pupil to remember, is that he is learning Russian, not sounds, however interesting and important, not inflexions, not syntax, not single words, but that mode of expression peculiar to the mind of the Russian people. It is exceedingly sad to have to say this, but when we consider how many authors of books there are, who imagine, consciously or unconsciously, that their grammar or their syntax, or their notes, or their phonetics, are the all-important things, any further justification for this statement is superfluous. One genuine homely Russian phrase is worth a thousand disjointed sounds, or words, however interesting otherwise. We hope we shall not be accused of any form of 'heresy' if we advise the student to 'guess' the meaning of words, if he can. We do not mean that he should be slipshod in his studies, but we would strongly advise any student of ours to 'guess' the meaning of a word or phrase from the context, always checking himself afterwards by reference to the glossary or grammar.

To sum up, the first book should be brief, as far as the reading-matter goes. Our darling student whom we have considered with such infinite care is getting tired of his book, and will shortly lay it aside with a sigh of relief, saying, 'I have finished my book.' We know this, and we know also, if our methods are as sound as we believe them to be, that he looks forward to a new book as an explorer looks out towards a new land. This desire for change is human, truly human—nay, it is Bergsonian and cosmic! Do not resist it.

J. P. SCOTT.

## ANNUAL MEETING: MODERN LANGUAGE ASSOCIATION.

THE twenty-third annual meeting was held on January 5 and 6 in the West Gallery of the University of London, as part of the organized Conference of Educational Associations. The war did not seem to have any appreciable effect on the numbers attending the various meetings. Our Association may be congratulated on securing as President for the year such a distinguished *littérateur* and French scholar as Mr. Edmund Gosse, whose address is given elsewhere. The main subject of discussion was once more the Teaching of European History, in which three members of the Historical Association took part: Professor Hearnshaw, of King's College, London; Mr. Marten, of Eton College; and Miss Howard (James Allen's Girls' School). On the second day the subject discussed was 'Methods of Treating a Reading Text in the Middle Forms.' The Association had also the pleasure of hearing addresses from Professor Trofimov of King's College, London, and from Mme. D'Orliac-Bohn of the Institut Français de Londres. Both these papers will be given in a future number.

After the usual routine business on Wednesday, January 5, the President, Mr. Edmund Gosse, gave his address on

## THE MODERN LANGUAGES AFTER THE WAR (see p. 1).

In the afternoon the subject for discussion was 'Teaching of European History in Connection with Modern Languages.'

Mr. A. J. B. GREEN (Perse School), in introducing and explaining the two interim reports, which have already appeared in this magazine, said:

It is in three sections—one making suggestions with reference to pupils between the ages of twelve and sixteen; one dealing very scantily with the last two or three years of secondary school work; and one a schedule showing the extent of historical knowledge required of modern language students

in a large number of Universities. Each of these sections requires a word of explanation.

The Committee had to consider what work in history was being done apart from modern language lessons by pupils between the ages of twelve and sixteen. In the last ten years the activities of the Historical Association and of the Board of Education have tended to produce a normal type of history scheme for these four years of secondary school life. It is a course of English or British history, together with such study of European or world history as may be necessary for the understanding of England's past and present relations to the rest of the world. The extent of this study is likely to vary considerably with the interests of the teacher and the time at his disposal; but, whatever the extent of it, it will be (except possibly in the last year) related to the teacher's main object—the teaching of English history. One such scheme was examined by the Committee, and is printed in part in the report. The Committee had not to consider the value of such a scheme, but, assuming its existence, to consider how the French or German teacher could best make use of its existence in the interests of the pupils.

The teacher of French is bound in his teaching to use what we may call historical material. In early stages the reading-book will probably contain historical narratives; nearly every work of prose or verse that is studied will contain allusions to historical events; at some stage or other historical novels and pages from the French historians must be read. The teacher's aim in dealing with this material is probably linguistic or literary, but the fact remains that a quantity of historical information is generated. There will sometimes be, I think, other historical information that does not arise out of the reading, but is deliberately given by the French teacher because of its own importance. From the point of view of the history teacher, this historical information does not become history until it has been placed in its proper context and understood in relation to preceding and succeeding history. [It is possible, for example, to have a detailed knowledge of the Waterloo campaign, its strategy and its tactics, and to derive an intellectual and emotional pleasure from studying them, without having any knowledge of Waterloo as an event in history, as the victory of Europe over French militarism, as a stage in the contest between the principles of the revolution and reactionary forces, etc.] Clearly the historical information becomes



more significant if it becomes history. To attempt a complete course of French history (and a course of German history) in addition to the English scheme is quite impossible, thanks to the limits of time and the capacity of the human mind. The Sub-Committee have therefore advised that the historical information generated in French lessons should, as far as possible, be related to the English history scheme, and that, where there is no objection on other grounds, the historical information should be generated at the moment when it will find its convenient place in the history scheme.

There is, of course, no question here of sacrificing the French course in the interests of the history course. It is a question of mutual advantage. The French teacher wants to give certain instruction, and he can give it at this time with greater advantage to the pupil than at any other time. If in his French lessons he make use of the story of Rollo and his Normans, what better time than when the history master is dealing with the Danish invasions? If he wishes to make use of the narratives of Joan of Arc's life, what better opportunity can he have than when his pupil is studying the latter end of the Hundred Years' War? If he wishes his pupil to read as literature the thrilling pages in which Michelet describes the story of the French Revolution, why not read them when the pupil is studying the Revolution as history? If the pupil is to read Alfred de Vigny's touching picture of the devotion of England's sailors as they patrolled the Channel, he can do so with greatest interest when he is studying England's part in the Napoleonic wars.

This is what the Sub-Committee recommends for this early stage—that there should be no attempt to give a course of French or German history, but that the historical information that the French or German teacher wishes to give should be made to fit in with and to reinforce the work of the history teacher.

The second section of the report deals with the last two or three years of school life. There is no commonly accepted scheme of history for these years. An even more complicating factor in the situation is that the majority of the pupils—in boys' schools, at any rate—are at this stage specialists. The Committee had before it an outline scheme of historical work for this stage, based on the idea that a boy who leaves school at nineteen should have a general conception of the world's progress from the dawn of civilization to our own days, and that he should realize 'how much blood and how many tears, what thousands of broken hearts and broken lives,'

what heroic toil and patient endurance, have gone to the making of all that is valuable in our life and culture of to-day. Together with this general conception of the progress of the world, the scheme would give a boy a detailed knowledge of some of the greatest periods of the world's history. The Committee felt that, if some such course of history teaching were adopted in a school and followed by all the pupils, whatever the subject in which they were specializing, then the classical specialists and modern language specialists would have a proper setting for the more detailed study of special periods, whether of Greek or Roman or French or German history. What these more detailed courses should be the Committee has not yet had time to consider in detail.

The third section of the report is a statement of facts about University teaching and examinations. It seems clear enough, and the Sub-Committee presents it without comment; but I think the natural University course to end such a co-operation of language and history master as has been suggested would be another Honours School or Tripos, wider than the present schools of Modern History and Modern Languages and English, a modern school based on the study of philosophy, of modern history, and modern languages and literature.

Professor HEARNshaw (King's College), one of the representatives of the Historical Association, after expressing the pleasure that Association felt in joining in the meeting, said that recent educational thought had been marked by two movements—increasing specialization on the one hand, and an increasing recognition of the unity of knowledge on the other. History, language, and literature, were intimately connected together, as had always been recognized in classical studies. Mr. Stanley Leathes had recently advocated a fusion of the Historical and Modern Languages Triposes. The difficulty of this scheme was that other subjects might just as well be fused with history—for instance, law, political economy, the moral sciences—and the logical conclusion would be the institution of one Tripos only, with questions in general knowledge. Hence this policy must be rejected. He preferred the policy of co-ordination. The aims, subject-matter, and methods, of literary and historical studies were different. History aimed at developing imagination and sympathy, at giving information, and at teaching civics. The linguist studied an instrument of thought, modes of expression, and means of communication. History was concerned with the solid content of books—viz., with the information and ideas they contained. Literary studies dealt with words, form, and style. If

the principle of co-ordination was accepted, the question who was to teach the two subjects arose. In Universities and the higher forms of schools specialization was essential and separate teachers necessary. In the lower forms, on the other hand, the moral aims of teaching were more important than the intellectual. Children should be under the influence of one teacher as much as possible, and both subjects might well be taught by one person. The first possible method of co-operation was that of the parallel syllabuses suggested by the reports under discussion. The scheme adumbrated was in the main sound, but was open to criticism on the following grounds: The history suggested was almost exclusively English; the co-ordination planned was between English and French history only; the French history included was merely scattered scraps, and for considerable portions, especially the earlier portions, no contemporary literature was available. In the earlier years no genuine co-ordination even of English literature and history was possible, because children cannot be expected to read works in Anglo-Saxon. In the fourth year co-operation was possible, and here European history should be studied, not English history with foreign attachments. He favoured a minimum of history in all Honours Triposes, and would suggest the outlines of general history, with emphasis on certain periods. The second method of co-ordination was the use of French and German textbooks in the history classes. This had certain advantages; for instance, the pupils would learn to look at English history from the foreign point of view, and would so get their insular ideas corrected. But the idea was really unpractical, because the object of the history classes was to teach history, and because it would further complicate the already sufficiently difficult task of the teacher of history. The third method was the converse of the second, the use of historical reading-books in modern language classes. This was liable to the same objection—namely, the complication of a difficult study. His conclusions were that modern history and modern languages must remain separate, each pursuing its own aims and its own methods. Hence, except in the lower forms, separate teachers, specialists in their own subjects, were desirable. For the first three years of school (twelve to fifteen) parallel syllabuses were possible, but no attempt should be made at close co-ordination. In the fourth year and onwards (fifteen to nineteen) closer co-ordination in the study of nineteenth-century Europe was possible, and eminently desirable, but no interchange of textbooks could be recommended.

Miss NEROUTSOS (Cambridge Training College

for Women) said that it was impossible to do the degree work at Cambridge without a good deal of historical study; it was simply forced upon the student of literature. The attempt to teach history in modern language lessons was likely to be a failure. She favoured the general principle of co-ordination. In schools where three lessons in history a week were allowed, the third might be kept for European history, or a whole year might be devoted to that history. The objections to teaching history in the language hours were that the whole time must be devoted to gaining a command of the language, and that books were required of which the subject-matter presented no difficulty. A further objection was that frequently the language teacher did not possess the necessary knowledge. Mere sketches of character were of very little value. Reading history in French and German should be deferred till the outline of the history was known, and until the pupil could read with fluency and ease.

Mr. C. H. K. MARTEN (Eton) confined his remarks to the case of the increasing number of older boys and girls who were making some subject, such as modern languages or history, their chief study during their last year or two at a secondary school. He considered that the relationship between modern languages and history should be very close, and that, just as historians, for instance, had to show knowledge of some modern language in the new History Moderations at Oxford, so modern language students should be required to do some history. He agreed with the Modern Language Committee rather than with Professor Hearnshaw in thinking it better, as the time was limited, that a few periods should be studied in some little detail rather than any attempt made to cover the whole ground of European history. He also suggested that excellent practice might be obtained in composition by setting history questions for original prose or essays. But such questions should, with advanced pupils, be carefully set, so as to avoid merely narrative questions, their object being to teach boys how, in a limited time, to use facts for argument or for illustration, and how to express their opinions in a forcible and attractive way; and he gave some examples from recent Balliol scholarship papers, as, for instance, these on Louis XIV.: 'Was Louis XIV. a benevolent despot?' or, 'Louis XIV. was the evil genius of his time—discuss this,' or, 'Discuss Lord Acton's verdict that "Louis XIV. was by far the ablest man of modern times born on the steps of the throne."' "

Miss HOWARD (James Allen's Girls' School) advocated supplementary reading by children.



We assumed too readily that children could not read for themselves. Some European history might be read in the holidays, or books might be put in form libraries. In this way, at least, a bowing acquaintance with the subject might be acquired. At some time or other an outline of European history was necessary. She reminded the meeting that, when children enter a school at twelve, their historical knowledge is much ahead of their knowledge of French, and it is long before they can read French with any facility.

Mr. VON GLEHN thought that the solution of the question was to be found in rapid reading of foreign texts, both in class and out of it. The general survey of history was impracticable. We must content ourselves with studying certain periods. The reading of supplementary texts might be largely done at home.

Mr. JANAU held that the right course was to give the child a bird's-eye view of history, so that he could fit any special narratives into the right place. He would make use of lectures, either outside or inside school hours, with lantern slides or cinematograph. Historical texts in foreign languages were impracticable, for two reasons—children cannot read fast enough, and the vocabulary of such texts is too limited.

Mr. PEERS (Felsted) had tried using an historical reading-book in the upper classes, and had abandoned it as useless. The dilemma was that the book either contained facts only and was

dull, or was interesting and did not teach history. A more successful experiment which he had tried was setting 'unseens' and subjects for essays in the fourth and fifth forms which were connected with history. This might be done systematically with books of scraps arranged so as to be parallel to the historical syllabus.

Mr. J. E. MANSION (Merchant Taylors' School) recommended the use of some simple *Histoire générale*, to the relevant chapters in which one hour a week might be devoted. English history might be explained by foreign history.

Mr. B. J. HAYES said that University authorities should be urged to include more history in their examinations. To make room for this, mediaeval studies might well go overboard. Struggling with the barbarities of old French and German was not sound education.

Mr. H. L. HUTTON (Merchant Taylors' School), referring to the question of time, said that we should need the co-operation of more bodies than were represented in that room to solve it. The lack of historical information was seen very plainly in public men. If we talked and wrote, we must talk and write about something, and this might well be history. We might do something towards standardizing the historical knowledge to be required of every child. This elementary knowledge need not be given in historical language; it was quite possible to embody it in a simple literary medium.

(To be continued.)

## GERMAN AFTER THE WAR.

SCARCELY ever have I read such a violently drastic philippic as that of M. Mieille in your October issue, 1915. I have scanned in vain French and German *modern language* journals for a similarly or or even approximately rabid expression of sentiment. On the contrary, exactly the opposite attitude reveals itself. The various writers on the war, touching on the development of modern language teaching after the termination of this terrible European conflict, agree in the main on the one point that modern language instruction of the great living tongues will not be seriously affected in the end. To be sure, at first a justifiable feeling of opposition will have to be overcome, but sooner or later the *aurea*

*mediocritas* will be found. Not so, however, our radical friend, M. Mieille. Is it really true that all things German are trash and should be cast aside at once? Is it truly so that German literature, science, art, and industries have contributed nothing to a betterment of the whole world? A negative, categorical reply to that query is downright puerile and can be explained only on the ground of vehement, blinded partisanship.

The writer of this note does not care to enter into any controversy on the motives, on the genesis, and on the history of the present struggle. So far, however, as the war will affect modern language teaching in the various belligerent countries, he ventures to express just the opposite

prediction of M. Mieille's. Not only will the great modern European languages, as now taught, not be summarily dismissed from the different School and University programmes, but these tongues will ultimately be studied with greater zeal and thoroughness than ever before for numerous reasons of weight. Individuals and even nations may be blind with fury for some time, but never will all remain thus all the time. Let us be fair and render unto Cæsar the things that are Cæsar's. Specious articles like that of M. Mieille may be explained psychologically, but must be condemned logically. Passion should not run away with reason. True patriotism, indeed, is not narrow, but deeply humane, and makes for progress.

C. A. KRAUSE.

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I have read Mieille's two articles with much interest, though not quite 'without heat or passion.' I should have thought French and English were already almost in the position desired (at least in England) so far as secondary schools are concerned. Our elementary schools can, in my view, do but little with foreign languages, at least until the school-age is raised and the personnel improved. On the wider question I am not in agreement with much of Mieille's view of German *Kultur*, nor do I think we shall gain by neglecting it or their language. Doubtless such views as his must arise in war-time, when force and feeling overwhelm or debauch reason. But why should we wish, in future, to get all our knowledge of Germany from America or from our own disinterested (!) Press? How much more reasonable is the enlightened German attitude represented by these words of Professor Franz of Tübingen (*D.L.Z.*, Juli 17, 1915, No. 29): 'In der Zukunft musz ein engerer Zusammenhang zwischen den Lehrzielen der höheren Unter-

richtsanstalten und den Voraussetzungen für unsere nationale Entwicklung angestrebt werden. Französisch wird vor Englisch zurücktreten müssen. Ersteres sollte an den Gymnasien in Zukunft die heutige Rolle des Englischen übernehmen. Es wird ausserdem die Frage aufgeworfen werden müssen, ob man nicht mit *einer* Fremdsprache auskommt. Der Sachunterricht sollte über dem Sprachunterricht stehen. Die Seminarien an den Universitäten werden durch Lesezimmer zu erweitern sein, in denen englische und amerikanische Zeitungen und Zeitschriften aufliegen, damit der Studierende auf der Universität schon Interesse gewinnt für die Politik und das nationale Leben der angelsächsischen Völker. . . . Die Signatur der nächsten Zukunft wird sein eine geistige, wirtschaftliche und staatliche Neuorientierung, die wesentlich bedingt sein wird durch die Auseinandersetzung der germanischen mit der angelsächsischen Kulturwelt. Wenn der Kanonendonner verhallt sein wird, wird ein Kampf mit geistigen Waffen und wirtschaftlichen Kräften einsetzen, in welchem auf die Leistungsfähigkeit des Anglisten als des Interpreten fremder Weltanschauung und fremden Wollens nicht wenig ankommen wird. Möge er den Aufgaben, die die Zukunft ihm zuweisen wird, allezeit gewachsen sein.'

Which is the better spirit, that of Mieille or of Franz? In my view, the policy of boycotting Germany after the war would be criminal, if it were not childish. But I fear this indicates 'heat.'

M. MONTGOMERY.

Will you allow me to attempt to answer some of the questions which arise out of M. Mieille's articles in the October and November issues?

'Why do we teach German in secondary schools?' is the first of these. The answer here is surely simple. We have, in nearly every case, to choose a language as an



alternative to one of the Classical tongues, —to Greek in most Public Schools, to Latin in schools where Greek is not attempted. French is already taught; the choice lies therefore between German, Russian, Italian and Spanish. In making a selection we have to consider the following points: our language must furnish a good mental training (I return to this point shortly); it must have a literature sufficiently sound and attractive to induce the pupil to study it after we have finished with him; it must also be useful, since modern-side pupils are likely to need a second modern language in the careers upon which they enter. I place the utilitarian motive last, because I feel sure it is the least important, and a proof of this is, I think, that German has usually been preferred to Spanish even in those centres where the latter language has more commercial value.

Which modern language, then, should we choose? Russian, perhaps, is the only one which furnishes a mental training comparable with that given by Greek, but its practical value has in the past been small, and its great difficulty renders it unsuited for pupils who are not as a rule distinguished for their mental capacity. Italian has a fine literature, rivalling if not surpassing that of Germany, but its similarity to French and Latin, and its small commercial utility place it at once out of court. Spanish, too, is a Romance language, and though I wish it were more widely taught, in large towns at any rate, it is impossible to compare its literary value with that of German.

The language of our present enemies, on the other hand, possesses—we cannot deny it—many great advantages. It has a fine, virile and varied literature, which in happier times has inspired many to learn it unaided. It is a Teutonic language, and therefore a better training than a second Romance language, especially where Latin is also learnt. Further,

its many points of similarity to English add much interest to its study. Its usefulness has in times past been undisputed. Hence German has been selected as our second modern language.

I digress for a moment to speak of mental training. As you very rightly point out, the theory of *formal* training is no longer generally held—that is, the theory that the mind can be developed in a general way by means of particular subjects, whether languages or not. We do not suppose that because a pupil's 'reasoning powers' are 'trained' by a study of Geometry he will reason any more clearly about politics or religion, nor that the 'sense of accuracy' which is said to be 'quickened' by translation from and into dead languages will function in any and every sphere of common life. But no one surely doubts that in teaching a language we inculcate habits of mind which lighten the study of yet another language, any more than that in opening a field of literature to a boy we are doing far more than introducing to him the works of A, B and C—that we are, in fact, through the force of suggestion, introducing to him *in posse* the whole vast expanse of the literature in question. In stating above, however, that our language must provide a good mental training, I refer purely to the linguistic aspect; it must present difficulties of syntax, expression, pronunciation and vocabulary, the conquest of which will pave the way to further conquests, and possibly elucidate similar problems in languages already studied.\*

We have selected German, then, in

\* It is, then, 'les sons gutturaux du langage teuton et les obscurités anti-françaises de sa syntaxe,' so violently condemned (p. 166) by M. Mieille, which constitute a great part of the value of learning German. And in addition to what has already been said, the fact that two languages so dissimilar have already been mastered is likely to inspire the pupil in after years to attack others equally different.

times past, as the second modern language to be studied in our schools. M. Mieille considers that we should now alter this decision and substitute another language. I confess that I can see no reason at all for this.

It is surely premature to say that the commercial and practical value of German is no longer existent. Its value as a linguistic training, which M. Mieille refuses to recognize, has presumably not altered. Its literature still remains—I suppose few of us would maintain with M. Mieille that German prose would gain by being turned into ‘*belle prose française*’! Even if at present we feel a natural distaste for that literature (as I confess that I do), it is impossible that this can be permanent. We have no deep-rooted hatred of Germany—only a loathing of the modern Prussians and their boasted ‘civilization.’

M. Mieille’s great reason for suppressing the study of German is a patriotic one. He does not feel towards the Germans, nor think about them, as we do in England. For obvious and excellent reasons he feels their treachery and brutality far more strongly than we can. But this does not make his arguments any sounder, nor his judgments more reliable—rather the reverse. In anathematizing the German nation, he loses sight of the fact that our real enemy, as history plainly shews us, is Prussia; and he does not even consider the possibility that the absolute subjection of Prussia will secure a permanent peace to Europe. This is, of course, a fundamental point of difference, which makes it impossible to criticize M. Mieille’s article in the way he would wish.

English people, at least, before taking so drastic a step as the abolition of German teaching in schools and Universities, will need to be convinced that such a step is practicable as well as desirable. It might be possible for a time to stop the

teaching of the language officially, but the day would surely come when the folly of this would be recognized, and then we should have gained nothing and lost a very great deal.

It would be interesting if during this discussion any instance came to light of recent hostility to the German language on the part of boys or girls who learn it. For my own part, I have neither found nor heard of any. Occasionally a boy wonders ‘if we shall always go on learning German just the same’; but if a school debate on the subject is held, the only opponents of German teaching are its inveterate foes—the boys who have chosen Greek! The Modern Side will champion even the language of the twentieth-century Huns against its ancient enemies, the ‘Classics’! E. ALLISON PEERS.

German has no great claim to be studied for its own sake. The language is heavy and pretentious, disagreeable to the ear, and well suited to obscure the meaning: the antithesis of Greek, and in a marked degree inferior to French or Italian. Apart from its ballads and some of its lyrics so called—for they were not like the real English lyrics, written with music and made to be sung—the literature is second-rate. It lacks historical and spiritual associations; and its vogue is no doubt due in the first place to Carlyle. German has been useful, however, as giving access to work in scholarship and natural science, and as a help in commercial life.

But the German influence on scholarship has been bad. In my own line I find German books useful collections of facts, but without judgment or insight; and, useful as they are, we can do without them if necessary. Whatever may be their usefulness, it is more than counter-balanced by their spirit, which has made classical study into a sort of science. But this goes clean contrary to the traditional



English ideal. Our way is that of the amateur, as distinct from the professional. We used to absorb the literature into ourselves, so that Homer, Virgil, and Horace, at least, were part of the life of the educated gentleman; the German way is to regard it 'objectively' as a thing to know about. The effect is well exemplified by Wolf's Homeric theory, that masterpiece of triumphant stupidity, which has bemused all England for a century, and we are only just waking up to see that it is nonsense. Now that the pseudo-scientific demonstration has been demolished, it is difficult to see how it could ever have been believed; but I did believe it myself, with my brain and against my judgment, on evidence which seemed convincing, but was incomplete, until I began the practice of reading Homer aloud in Greek from beginning to end. The second reading convinced me, coming pat with Miss Stawell's book. I trust this personal trifle may be forgiven, which I give only as an example of what has happened to many. But the German influence has gone deep; the Cambridge tripos is largely scientific, and so is most school-work. German influence has quite dominated America, where degrees are got by scientific dissertations and there is little of the humanities. Much the same thing is to be seen in the Modern Languages Tripos, which is indeed worse and contains a great deal of pedantry. Our *Modern Language Quarterly* is almost wholly scientific. But the spirit of literature is a very different thing.

Nor can we forget—at least we should never again forget—that literature reflects the ideals of a nation; and as in this war France has shown the most consistently noble spirit of all the combatants, so Germany has shown the lowest degradation. This sordid and cold materialism and this shameless brutality have been ruling in Germany for many years. By a series of accidents the fact became

known to me in 1884, when a friend who had a great and statesmanlike project for the Far East, not political, but for the good of humanity, had occasion to consult our Foreign Office, and also those of France and Germany. Since he was a person unknown in Germany, the officials did not trouble to disguise their thoughts. Since then they have made their thoughts plain to all the world, and we see now, also, how the poison has worked secretly over all the world.

If I am not mistaken, the development of Germany on these lines has been very rapid since 1900. This evil spirit and the spirit of cold sensuality are reflected in modern novels and plays which I have read. To study such books cannot be profitable.

After the war, Germany will cease to be important politically, and if the Allies do not wish for another war they will have to exclude Germans and German trade by some means. Then the chief reasons for learning German will disappear, and Italian and Russian will become more important for commercial reasons; Spanish already is the most important commercial language next to English, and it will be well to prepare for teaching this. The humanities will be well served by English and French, Greek and Latin.

I must apologize for the length of this letter. I had hoped that others would have spoken, but I can understand that many find a difficulty in contemplating such a change. Yet the fact is, I have not put the case as strongly as might with justice be done. If I have not offered an opinion on the greatest name of German literature, it is because Mr. Ford Madox Hueffer has lately discussed it fully, and with more knowledge.

W. H. D. ROUSE.

[The two following extracts bearing on this question will, we trust, be found interesting. The first, which appeared in *Le Temps* in October

last, has been sent by Mr. Payen-Payne, who points out that the *Athenæum* of December 3 had a long contribution by M. Jean Finot on the same subject. The other is part of a letter sent to the *Pall Mall Gazette* in February, 1902, and arose out of the attitude of Germany during the Boer War.—EDITOR.]

#### POUR L'ANGLAIS.

UNE seconde année scolaire vient de commencer, depuis que le crime de l'Allemagne soulève d'indignation la conscience universelle. Et la question se pose, toujours avec plus d'instances : Faut-il encore apprendre l'allemand ? Continuerons-nous, ou non, à mettre nos enfants en contact intellectuel avec la race de proie et sa *Kultur* ? Au lendemain de 1870, une mentalité de vaincus nous jeta dans une estime non pas déraisonnable, mais démesurée pour l'école germanique ; et comme l'expansion commerciale du vainqueur nous confirma dans ce sentiment, sa langue, entre toutes les langues vivantes, prit chez nous la première place. A cette heure, les avis sont partagés : les uns voudraient l'y maintenir, tandis que d'autres brûlent de la proscrire sans merci. Une enquête, ouverte par M. Maurice Ajam dans la *Renaissance*, provoqua des consultations décisives et contradictoires. A la vérité, il ne s'agit pas, en cette affaire, de céder à nos sentiments, mais de peser nos intérêts.

Considérons d'abord que pour assurés que nous soyons de vaincre, nous ne nous flattons pas d'anéantir les 80 millions d'individus, au bas mot, qui composent le bloc linguistique allemand. Pour le rayer de nos préoccupations pédagogiques, il faudrait qu'il disparût, nouvelle Atlantide, sans laisser nulle trace. Il importe donc d'apprendre l'allemand, dans la mesure de nos besoins.

Assurément, du point de vue éducatif, rien n'en justifie la prédominance. Nous n'estimons pas, avec Fichte, qu'il soit la langue par excellence, mais une langue difficile, lourde, embarrassée de déclinaisons, compliquée d'inversions, encombrée à la fin des phrases et qui, au lieu de créer des mots nouveaux, pour des objets nouveaux, agglutine d'interminables mots composés à la façon dont on accroche les trains de marchandises. Quant à l'Allemagne idéaliste et poétique de Goethe, elle n'apparaît plus que comme un fait lointain qui accable celle d'aujourd'hui. Au reste, nous avons mieux pour former notre jeunesse, mieux dans la tradition des humanités, et mieux dans la nôtre. Les services qu'elle a rendus à la pensée française du dix-neuvième siècle, elle les avait reçus de notre dix-huitième. Nous ne la méconnaissons pas ;

mais nous ne la surferons plus. Les qualités de mesure, de proportion, de goût et de clarté, 'sans lesquelles c'est honte qu'on se dise *Français*, ne furent jamais les siennes. A quelle épreuve n'a-t-on pas mis nos jeunes têtes courbées sur la *Dramaturgie de Hambourg* ! . . .

Mais la science est la science ; et la suprême défaite du kaiser n'effacera pas les travaux de l'Allemagne, qu'il y a pour nous avantage à connaître, sans nous y englober. Pour ceux qui abordent les études supérieures, l'allemand continuera donc à être un outil d'information. Pareillement, il nous sera plus que jamais profitable que l'élite intellectuelle—y compris, s'il se peut, les hommes politiques—soit en état, par la lecture, de se tenir et de tenir notre démocratie au courant de ce qui se passe au delà du Rhin. Et il en va de même pour les élèves des écoles militaires, à qui sans doute on n'inculquera plus la foi dans le désarmement prochain et la paix universelle. Telle nous semble la clientèle désignée de l'allemand dans nos lycées, et la mesure où elle se peut adonner à cette étude—provisoirement.

Restent le point de vue économique et les écoles professionnelles. M. Emile Combes adresse sur ce point à M. Ajam une réponse fort pertinente. La situation de demain, voyez-vous, ne sera pas celle d'hier. Il est véritable que le traité de Francfort a permis aux Allemands un développement commercial sans pareil, surtout chez nous. Mais ce serait à désespérer de notre génie et de notre activité, si nous continuions à vivre en servage, hypnotisés sur l'horizon du Rhin et incapables de labourer les champs larges et féconds qui s'ouvrent à notre industrie et à notre civilisation. Et alors, irons-nous parler boche à Petrograd ou en Amérique ? Evidemment, non. La chambre de commerce de Paris l'a bien compris, qui dans ses écoles a introduit le russe, et fait de l'allemand une langue à option. Si nous voulons recueillir à travers le monde les fruits d'une victoire chèrement achetée, nous trouverons un autre parler à qui accorder le traitement de la langue la plus favorisée.

C'est l'anglais, à charge de revanche. Voilà que lequize ans, M. Paul Chappelier soumettait au congrès international des langues vivantes un projet d'accord entre l'Angleterre, les Etats-Unis du nord et la France, qu'il formulait ainsi : 'L'anglais sera obligatoirement enseigné en France, et le français en Angleterre et aux Etats-Unis.' M. Albert Dauzat vient à nouveau de poser le problème dans un excellent article de la *Revue pédagogique*. Il suffirait qu'à l'Entente cordiale succédât l'Entente linguistique pour que l'anglais et le français, l'un aidant



l'autre, devinssent des langues internationales. Au lieu que l'allemand se trouve 'bloqué' dans l'Europe centrale, l'Angleterre et la France débouchent sur la mer libre, disposent de vastes empires coloniaux et portent aux peuples un autre idéal que celui de la force carnassière. Environ 150 millions d'hommes parlent l'anglais comme langue maternelle, et 350 millions de sujets ou protégés le parleront tôt ou tard. Les individus de langue française, il est vrai, ne passent guère 50 millions; mais la situation géographique de la France est de premier ordre. En 1900, M. Paul Chappelier fut à peine écouté; toutefois il reçut l'approbation de M. Michel Bréal qui voyait en sa proposition le moyen de créer 'un courant d'une force irrésistible.' Du premier coup ce savant avait vu la portée civilisatrice d'un traité de ce genre, qui n'a rien de chimérique. Nos enfants peuvent en seconder les préliminaires en apprenant l'anglais.

#### THE VALUE OF GERMAN TO ENGLISHMEN.

One of your remarks the other day struck me as being particularly luminous on a matter over which the great, rather stupid British public has been misled for half a century—I allude to the value of the German language as an English educational subject. I have not the reference by me; but you wrote, as nearly as I can remember, that English people have 'nothing to learn from German'; and the observation is so profoundly true that it ought to be rubbed into the perceptions of all who are interested in the teaching of languages in England, whether for culture or with a view to commercial use. You rightly pointed to the great value that French has for English people, not only on the commercial side, but because it is instinct with that grace, logical clearness, and sense of form which the pedestrian English we all use is apt to lack. A decent French scholar must be a more accurate thinker than he could possibly have otherwise been. On the other hand, what is the recommendation of German? Not the atrocious character, certainly; for no prudent parent would allow his child's handwriting to be spoiled by practising the German script. If the style of handwriting favoured by our Civil Service Commissioners is the correct one, then the German style is by implication damned.

I noticed, since you wrote on the subject, somebody commended the study of German on account of its grammar! Ye gods of Pedagogy, what next! What German understands the grammar of his own cumbersome language! The Frenchman said that German was no language at all, but the animals who spoke the jargon under-

stood one another. Charles Darwin would not even grant them so much, maintaining that as usually written it is unintelligible to Germans themselves, unless they know what the writer means to say. But supposing that an Englishman, with special aptitude for hunting over parentheses, does after infinite toil succeed in obtaining as fair a knowledge of German as he could of French in one-tenth of the time, what is he to read—what else is he to do with it? Is there a German book since Heine worth ten years' preparation to read in the original? Is the man who can keep the scent of a verb unerringly through pages and pages of stiff country planted with a thicket of words, which may mean anything you like, advantaged in any way thereby? Do we trade much with only German-speaking consumers of our products; or do such people supply us with much raw material or manufactured goods?

The fashion that German is a language worth learning by anybody not condemned by accident of birth to use it is, I think, traceable to the romances of Thackeray and Carlyle. The conventional student of the 'University of Göttingen' of the former has much to answer for in this regard; and his discovery (for such it then was) of German by the inspired Scotch dominie completed the illusion that there is something in those forbidding jungles of syllables. Thus has a famous saying of the inspired one justified. Of late years, of course, the much-advertised devotion of Germans to chemical and physical science has made the simple Briton gape at his once poor relations. . . . If the Teuton has taken to manufacture beet sugar for us to consume at less cost than he can get it for at home, we may be thankful for the change of his national product, but need not send our sons to learn his wisdom.

And that brings me to my main point: . . . If we have nothing to learn from the German language, have we anything to learn from the German culture, whose fine fruits we have seen exhibited in such profusion? I say, let us rule these unworthy distant relations of ours off, as we are so often unhappily compelled to do undesirable kin. We need not hate them for what they have been to us; but can wish them 'every kind of prosperity, and a little more taste,' which may come when they have lived independently in the world as long as we have. We can stop sending our young people to 'finish their education' in Germany, where, it appears, they are not very likely to learn either good manners or to speak the truth. A little of these qualities is worth many German verbs.

As for a business language for English people,

there is nothing to equal Spanish, unless it is Portuguese. And if our schoolmasters would keep to Latin, with the clear object of inculcating its indispensable quality as a root-language, and pitch 'poetic' Latin overboard, then, I believe, our boys would leave school with at least one sound equipment for the work of the future.

They would know good English, at any rate—which Americans, for want of this preparatory grounding in Latin, are losing fast—and they would find no difficulty in mastering the most beautiful and useful languages in the world, next their own.

A TRAVELLED ENGLISHMAN.

## CORRESPONDENCE.

[The opinions expressed in this column are those of individual contributors, for which the Association takes no responsibility.]

### ARMY FRENCH.

SIR,—The following letter appeared in the *Times Educational Supplement* for January. The accusation is true, and the object of the examiners is evident and patriotic. They desire to pass as many candidates into Woolwich and Sandhurst as possible. But when the need for large numbers of officers ceases, it is to be hoped that the standard will be appreciably raised, for we have found in the past that a low standard of Modern Language Examinations led to a contempt for these subjects. In the bad old days anybody could scrape through the French paper; hence anybody was good enough to teach French; and the class-room echoed with the hurtling of ink-pots and the whistling of paper darts, while Moosoo strove in vain to quiet the uproar.

DE V. PAYEN-PAYNE.

SIR,—I enclose for your perusal and, if you wish it, for your publication, the French paper just set for the Army Entrance Examination. We have indeed sunk to a low ebb when such easy, babyish pieces are set for the competitive examination for Woolwich and Sandhurst! My little daughter, aged only just twelve, who is not by any means an exceptionally brilliant French scholar, obtained 75 per cent. in both the pieces of translation when I set it her this afternoon. I understand from a candidate that all the papers were equally easy; certainly the English papers were childishly so. If any one chooses to examine the printed marks gained by the successful candidates at the last few Army entrance examinations, he will see hundreds of cases of exactly 660 marks being obtained in one or other subject by competitors. In other words, boys and young men who have failed in a subject have exactly the necessary 33 per cent. presented to them by the authorities in order that it may appear that they have passed. Why have an examination at all in these circumstances? Far better, surely, to put an end to the ridiculous farce.

ONE WHO DESPISES HUMBUG.

Write your number here———. French.  
Time allowed, two hours.....

Translate into English: Tout au fond de la Bretagne se trouvait une petite ville appelée Armor. Elle possédait sept moulins à vent, un palais, une place de marché et une prison, aussi bien que tous les autres bâtiments nécessaires à la capitale d'un royaume. Elle s'élevait dans une plaine couverte de prairies et était entourée de tous côtés par une forêt très épaisse. Cette forêt était si ancienne que personne n'en connaissait l'étendue, et qu'on s'imaginait qu'elle allait jusqu'au bout du monde. Et l'on croyait ceci pour cette raison que les gens d'Armor n'étaient pas voyageurs, car hommes, femmes, enfants, avaient les pieds si grands et si lourds qu'il n'était pas du tout facile de les porter loin. Armor avait un roi. Ses sujets le surnommait le Maître du Monde.

Translate into English: Nous marchions, ce jour-là, sur une route aride, nue, blanche, en plein soleil. Depuis plus d'une heure, aucun arbre, aucun village n'étaient venus couper la monotonie. Comme le colonel m'avait dit, le sac me paraissait lourd; mais je n'avais rien à dire et je ne disais rien. Les chansons de route s'étaient tues. On avait trop chaud pour chanter. J'avais la gorge sèche. Tout à coup je vis à l'horizon les toits, le clocher d'un village.

Le commandant s'était mis sur le flanc de la colonne pour faire serrer les rangs avant d'entrer dans le village. Quand ma compagnie défila devant lui, il s'aperçut sur-le-champ de mon état et comprit que j'avais soif. 'Surtout, ne buvez pas,' me dit-il. 'Si vous satisfaites votre soif, vous ne pourrez plus marcher. Mettez plutôt un caillou dans la bouche. C'est un conseil d'ami que je vous donne.' Je fis un signe d'acquiescement.

Translate into French: A merchant had two children, a boy and a girl. They were both small. He had also two ships at sea, but both ships were lost in a storm. So now, instead of being rich, he was very poor, and had nothing left but one field near the town. One day he was walking up and down in this field when a little black man came to him and said, 'Why are you so sad?' The merchant said, 'I will tell you if you can help me.' 'Perhaps I can,' said the little man. So the merchant told him how he had lost all his



money. 'Well,' said the black man, 'promise to bring me in twelve years the first thing which rubs against you when you go home, and I will give you a fortune.' The merchant agreed, for he had forgotten that his son might rub against him first.

### THE STUDY OF RUSSIAN.

I am glad to see from your journal that attention is being paid in Britain to the production of satisfactory textbooks to facilitate the study of Russian for English pupils. First and foremost, English students must feel the want of a good Russian dictionary, as the one by Alexandrov is very unsatisfactory. A dictionary which would be really helpful should contain, in the case of every Russian verb, in addition to its aspects in use, the first person of the present tense of the imperfective form and of the perfective future; and it would be of great use to students of philology, and more especially to classical students, if words or roots from classical languages connected with Russian forms could be given as well. There is, indeed, plenty of room for a larger and a smaller Russian dictionary. In the larger one the semasiology should be satisfactorily set forth, showing the development of the meanings attached to each word, and idiomatic phrases in which the Russian word occurs.

It would also be a great advantage to English students if some publisher were to produce some

interlinear versions of short Russian stories and poetry, such as those edited by Massanewitch and Fisher, with the addition of notes explaining hard constructions. These would be very easy to compose, and would rapidly increase a student's vocabulary. A series of short and easy stories, such as those contained in the *Sammlung Göschen*, which contains excellent explanatory notes, would also be very helpful. There is also room for a series of Russian dialogues, which should not be of such a silly type as those in ordinary use, and for a Russian Reader containing extracts from the best Russian writers, to which explanatory notes should be added. A short list of the main roots of Russian verbs might be easily compiled, and would be especially useful to philological students.

As one of the advantages of Latin and Greek is said to be that they are highly inflected languages, it is comforting to reflect that if the study of these dead languages is gradually becoming less popular, the Russian, which is more highly inflected than either Latin or Greek, may, in this respect at least, be a satisfactory substitute for these. In conclusion, may I be allowed to express the hope that wealthy friends of learning may be found to establish schools of Russian in our provincial Universities and schools, and that they may be as successful as the Russian School in my own Liverpool University?

HERBERT A. STRONG.

### FROM HERE AND THERE.

*[The Modern Language Association does not endorse officially the comments or opinions expressed in this column.]*

THE Council of the Teachers' Guild desires to draw public attention to the serious injury to educational work in London that is involved in the reduction of staff, both in secondary and in elementary schools, that is now being carried out by the Education Committee of the London County Council. We recognize that education, like all other departments of public life, must expect to suffer at this crisis in our national history, and we believe that teachers are willing to make any personal sacrifice that may be necessary in the interest of national economy; but we think it important that any sacrifice of educational efficiency should be made with a full realization of its gravity, and with a clear understanding that it shall only be a temporary measure. Recent educational advance has been achieved largely through the reduction in the size of classes, and the resulting possibility of more specialized teaching and closer personal

attention. The changes now being made will not only involve larger classes, but fail to take account of the special circumstances of different schools, and will tend to reduce the work of the most efficient schools to the level of the less efficient.

As a temporary measure, it may be our duty to acquiesce in this policy, at a time when many of our male teachers have volunteered for military service. But we foresee the danger that, in the demand for economy that will rightly be made after the war, in all departments of public expenditure, the present policy may be retained, or even extended. We believe that our most pressing need, after the war, will be for greater educational efficiency, and that the sacrifice of educational progress is the one sacrifice that, as a nation, we must not allow. The welcome that has been given by a section of the Press to the action of the London County Council, and the

fact that other Educational Authorities are already adopting the same policy, lead us to feel that bodies like our own ought not to allow it to be supposed, by their silence, that they are not alive to the injurious effect, particularly in the teaching of science and modern languages, of the reduction of staff that is now being made, and to the importance of restoring, at the earliest possible moment, a standard of staffing at least as large as that which is now being abandoned.

On behalf of the Council of the Teachers' Guild,

J. HOWARD B. MASTERMAN,  
President.



### BOOKS—AND YET MORE BOOKS!

In a fresh appeal for books for the British civilian prisoners interned at Ruhleben Camp, the Board of Education quotes the following passage from a letter from the Chairman and Secretary of the Ruhleben Education Department:

'The Education Committee of Ruhleben Camp wishes to return thanks to you, to the Board of Education, and to those institutions and private persons in England, who, with distinguished liberality and judgment, have met its requests for books. The value to the Committee of this offering cannot be assessed in money; the donation supplies it with that which it had not already, and could not acquire here, a library of standard works of reference; but not the books alone, nor can the consequent library itself, even augmented by contributions through the authorities in England and from the prisoners here, be the measure of the benefit the Committee has secured. It regards the gift as a recognition of the sincerity of the effort which the Camp has made on behalf of learning, and as a particularly precious encouragement to persevere.'

There are now 150 lecturers and teachers and 1,500 students in the Camp. One teacher to every ten students is certainly a high rate of staffing. The Board of Education is now appealing for more books, and amongst them are mentioned Greek, Latin, French, Spanish, Italian, and Russian Dictionaries, Anglo-Saxon Readers (also text of Beowulf), Middle English Readers, Sievers' *Old English Grammar*, Nesfield's *English Grammar*, also the following French books:

School Grammars (e.g., Dent, Siepmann, Tutorial, etc.).

Textbooks:

(a) Twelve copies of each of the following in Siepmann's Elementary Series:

About: *L'Homme à l'Oreille Cassée*.

Daudet: *La Tour des Maures*.

Normand: *L'Émeraude des Incas*.

Jules Verne: *Le Tour du Monde en quatrevingts Jours*.

(b) Twelve copies of each of the following in Siepmann's Advanced Series:

Sand: *Les Dames vertes*.

Bourget: *Un Saint*.

De Vigny: *Cinq Mars*.

About: *Le Roi des Montagnes*.

Daudet: *Tartarin sur les Alpes*.

(c) Twelve copies of each of the following in the Oxford Higher French Series:

Mme. de Staël: *De l'Allemagne*.

Michelet: *Racine et Shakespeare*.

Lanson: *Histoire de la littérature française*.

Meissner: *Tutorial French Composition*.

All communications should be addressed to Mr. A. T. Davies, Board of Education, Whitehall, S.W., and 'Ruhleben' should be written on the envelope. Donors need not confine themselves to the above books; others of an educational character will be welcomed. It is best, however, to send a note of the volumes offered before actually sending the books, as, owing to the strict regulations governing the Camp, not every work can be admitted. A form for this purpose will be sent by Mr. Davies.



The Board of Education is also appealing for books for the Camps Library, an organization for receiving books and magazines from all parts of the country for the use of soldiers and sailors, and distributing them systematically. The chairman is Sir Edward Ward. The great collecting agency, as we all know, is the Post Office; books of any kind may be handed in at any Post Office, unwrapped and unaddressed, with the certainty that good use will be made of them. The demand for books is practically unlimited; between 70,000 and 80,000 a week are handled by the Camps Library, and more are needed. Good fiction in cheap editions is most in request, but there is also a demand, not yet adequately met, for books of a more solid character—history, poetry, essays, biographies, French and German pocket dictionaries and grammars, pocket Shakespeares, and so forth.

Books are now specially wanted for convalescent camps; prisoners in Germany, other than the civilian prisoners at Ruhleben; and the camp lending libraries.

The Board is very desirous that the work of the Camps Library should be made more fully known in schools and other institutions, and amongst the parents of scholars; they think that almost every household ought to be able to provide at least one or two books.





During one of the discussions at the Annual Meeting a point was mooted which we hope will be fully treated at some future meeting. We heartily endorse the statement that for a very large number of boys and girls the study of even one foreign language is a waste of time and energy. Such pupils derive no benefit from it, and would be better employed in getting a sound knowledge of their mother tongue, which a recent correspondent of the *Times*, Mr. Charles Mercier, puts in the forefront of education. 'Clear thinking,' he says, 'cannot be attained without accuracy in the use of language—of language as an instrument of thinking and a means of expression. Politics and philosophy are obscure of set purpose, but so low is the standard of clearness of expression that their utterances are allowed to pass without exposure. Writers and speakers of every class vie with one another in the use of language that is obscure, confused, ambiguous, and illogical, besides being very often in unidiomatic English.' He sets down the three aims of education, in order of importance, as formation of character, the habit of 'clear thinking,' and the acquisition of facts.



The Head Masters' Association has boldly rushed in where the Modern Language Association has feared to tread. Mr. Chaytor, who, by the way, is a member of our Association, brought forward and carried a resolution to the effect that it is inexpedient to abolish the study of German in schools. According to reports, his main point seems to have been that if German was a proper study before the war, it must be so still—which, we may remark, begs the question and proves nothing. We want solid arguments to convince those who say that German owes its position in our curriculum to loud shouting and political influence rather than to its intrinsic merits. Why should French and German be taught at an early stage of school study rather than other languages? When modern language teachers attacked the classical stronghold it was boldly assumed that these two languages were capable of taking the place of Latin and Greek, and since then the term 'modern languages' has been practically synonymous with French and German. Is either

the ideal foreign language for an English pupil? Mr. Wells thinks not, and suggests Russian and Hindustani. French and German, as well as other languages, would then become special subjects to be studied at the end of the school career or at the University.



#### DISTINGUISHED HERIOTER KILLED.

Lieutenant S. Stephen Anderson, 1/5th Batt. Royal Scots Fusiliers, who was killed on December 30, was a son of the late Mr. George Anderson, builder, and of Mrs. Anderson, 19, Leamington Terrace, Edinburgh. Lieutenant Anderson, who was thirty-three years of age, was a former Dux of George Heriot's School, and a Graduate in Arts (with first-class honours in Modern Languages) of the University of Edinburgh. His period of study included also three years spent at the Sorbonne, in Paris, where he collected a considerable mass of materials for a thesis on Swinburne. He taught modern languages in Arbroath High School, in Allan Glen's School, Glasgow, and latterly in Ayr Academy. Enlisting as a private in September, 1914, he won his promotion on the field. While a sergeant, he acted as interpreter for the British and French forces in Gallipoli. Lieutenant Anderson was a well-known Herioter, and took a leading part in the athletics of the school. He was the captain of the School Fifteen, and also of the School Eleven; and in later years there was no more enthusiastic cricketer or exponent of the Rugby code among the F.P.'s. While in Arbroath, Mr. Anderson played football for the Dundee Panmure Club.—*Scotsman*, January 5, 1916.



Mr. H. H. Whitehouse, Dudley Grammar School, is Second Lieutenant in the 5th King's Liverpool Regiment.

### REVIEWS.

[*The Association does not make itself officially responsible for the opinions of reviewers.*]

*The Teacher's Montaigne.* By GERALDINE E. HODGSON. Pp. 224. Blackie's Library of Pedagogics. 1915.

Dr. Hodgson has done a valuable piece of work in making this selection from Montaigne's essays

for the use of 'education students' who may be unable to read them in the original. Members of the M.L.A. must regret that so many intending teachers are unfamiliar with French; but the fact is undoubted, and a translation of Montaigne—

even a modern one—is much better than the alternative of no Montaigne at all. We are, however, unconvinced of the need for a new rendering of one who has already become doubly an English classic. If Florio is really too old-fashioned for those who are familiar with the English of the Bible, then why not Cotton, whose language is only sufficiently archaic to give a flavour of the original?

In spite of this criticism, little complaint need be made of Dr. Hodgson's version, which is almost everywhere adequate, though at times a little clumsy.

The Introduction is less satisfactory, in that a large part of it does not in any sense 'introduce' us to the text. For many pages Dr. Hodgson discourses on various subjects which interest her, but which have little or no bearing on Montaigne and his place in the history of educational theory. With some of these subjects, she is so familiar that she thinks explanation unnecessary for the reader. Why, for instance, was Part xi., Vol. xv., of the *Psychical Society's* publications so enter-

taining, and what was it that seemed so 'delightfully funny' in the article to which she refers (p. 10)? There is nothing in the context to make it clear. Apart from the difficulty arising from occasional omissions of this kind, there are passages which are hard to follow, because the style is involved and awkward. The first paragraph is a case in point—and, indeed, Dr. Hodgson obviously finds it easier to write when she has once surmounted the difficulty of beginning. The opening pages are, from the standpoint of construction, the least pleasing in the book.

We do not wish to seem fault-finding in our notice of a useful book, but we must, in conclusion, draw attention to one passage which seems to us entirely out of place in a volume intended for students of educational science. It is unscholarly to sneer at fellow-workers with whom one may not agree, and we think the reference (on p. 14) to 'physicists who evolve catechisms'—even that to 'soldiers who will attempt the construction of creeds'—is undignified as well as impolite.

E. J. M.

## MODERN LANGUAGE ASSOCIATION.

THE following new rules were passed by the General Meeting:

'Any member filling a casual vacancy who serves for less than half the term shall be allowed to stand for election at the end of his term.

'The Hon. Secretary and Treasurer shall sit as ex-officio members; the Chairman and Vice-Chairman shall sit as elected members, if they are such when appointed to their offices.'

The following temporary arrangement for the retirement of members of the General Committee was made: At the end of 1917 ten members elected in 1914, and five elected in 1915, shall retire; thirteen new members shall be elected. At end of 1918 five elected in 1915, and nine elected in 1916 shall retire, and fourteen new members shall be elected.

The following ten members have been elected to the General Committee: Mr. R. H. Allpress, Miss C. R. Ash, Miss M. Bentinck-Smith, Mr. L. Chouville, Mr. H. M. Cruttwell, Lady Frazer, Mr. Daniel Jones, Mr. F. B. Kirkman, Mr. de V. Payen-Payne, Mr. O. Siepmann.

The following new members were elected on January 5:

Mrs. Baron, Courtville, Charlton Kings, Cheltenham.

W. H. Bruford, B.A., Manchester Grammar School.

S. H. Dainow, 2, Inglewood Mansions, West End Lane, N.W.

Miss Mabel Day, M.A., King's College, London.

J. P. Howard, M.A., Mill Hill School, N.W.

J. Kirkpatrick, M.A., LL.D., Emeritus Professor of History, University of Edinburgh.

Miss N. Evelyn Martin, B.A., 3, Muswell Avenue, Muswell Hill, N.

Mlle. M. L. Mieille, Ladies' College, Tonbridge.

F. T. Pennington, Arnold House School Blackpool.

Miss M. J. Saunders, North Foreland School for Girls.

Miss C. A. Simmins, Newnham College, Cambridge.

Miss Steeds, Sydenham High School, S.E.

Miss M. S. Tidey, Runton Hill School, West Runton, Norfolk.

Miss L. F. Way, Strathmore, Radlett, Herts.

A MEETING of the General Committee was held at University College, London, on Saturday, January 29.

Present: Messrs. Hutton (chair), Miss Allpress, Mr. R. H. Allpress, Miss Althaus, Miss Ash, Professor Atkins, Messrs. Chouville, Cruttwell, von Glehn, Miss Hart, Messrs. D. Jones, Mansion, Payen-Payne, Perrett, Richards, Rippmann, Dr. Rouse, and the Hon. Secretary.

Apologies for absence were received from Miss



Burras, Professor Breul, Mr. Gerrans, Mr. Kirkman, Dr. Macgowan, Mr. Odgers, Miss Bentinck-Smith, and Miss Strachey.

Mr. H. L. Hutton was elected Chairman, and Mr. Rippmann Vice-Chairman.

Mr. Fabian Ware and Miss Strachey were co-opted.

Mr. W. W. Vaughan, ex-President, was elected a Vice-President.

The Hon. Treasurer and Hon. Secretary were re-elected.

The following were elected to serve on the Executive Committee: Mr. Allpress, Miss Allpress, Miss Althaus, Miss Ash, Professor Atkins, Messrs. Brereton, Cruttwell, Fuller, von Glehn, Miss Hart, Messrs. D. Jones, Macgowan, Mansion, Payen-Payne, and Richards. The Finance, Exhibition, History, and University Chairs Sub-Committees were re-elected; the Study Abroad and Exchange of Children were dropped, as their work is at present in abeyance, it being understood that they would be reappointed if the need for their services arose.

It was agreed that for the sake of economy the Report and Members' List should not be printed this year, but that a list of last year's additions to the members' list and changes of address should be sent to every member.

It was agreed to guarantee £1 towards the possible deficit on the Combined Report of the Conference of Educational Associations.

The accounts of MODERN LANGUAGE TEACHING were received from Messrs. Black, and showed a loss on the year's working of £19 11s. It was decided that the magazine should be reduced to twenty-four pages, except for the first two numbers.

It was agreed to pay the claim for income-tax made by the Inland Revenue authorities.

Votes of thanks were passed to Mr. B. Proper and Mr. J. S. Walters for auditing the accounts, and to Mr. S. A. Richards and T. R. Davies for acting as scrutineers.

It was agreed that the University Chairs Sub-Committee should be requested to place their report in the hands of the Hon. Secretary within three months for submission to the General Committee.

The following ten new members were elected:

Rev. M. J. Elliott, Fairview, 164, Chase-Side, Southgate, N.

Miss G. F. Fox, Tynemouth School, Tynemouth.

Miss Hilda Friedlander, North Foreland School, Ellerslie, Malvern.

Haridas Goswamy, Kendrapara H.E. School, Orissa, India.

Miss J. H. Macfarlane, M.A., Chantry Mount School, Bishop's Stortford.

R. A. Raven, M.A., Rugby School.

Miss Annie Stewart, Royal Naval School, Twickenham.

Miss J. Stuart, M.A., Thoresby High School, Leeds.

Miss F. M. Walmsley, Convent of Notre Dame, Northampton.

Miss H. M. N. Woodhead, Bingley Grammar School, Yorks.

It will be seen from the account of the meeting of the General Committee, the Exchange of Children Sub-Committee has been suspended, its business being in abeyance owing to the war. Miss Batchelor, however, remains Hon. Secretary for this part of our work, and communications on any matter relating to it should be addressed to her at Bedford College, Regent's Park, N.W.

#### REPORT OF THE GENERAL COMMITTEE FOR 1915.

During the past year sixty-seven members have been elected, ninety-two have been lost; thus the number of members is twenty-five less than it was this time last year.

Four distinguished members have been lost by death—namely, Professor Chatelain, of Birmingham University, who died in Paris from a malady induced by exposure in the trenches; Mr. G. C. Macaulay, Cambridge University Lecturer in English, one of the sub-editors of the *Modern Language Review*; Mr. J. L. Moore, Bristol University; and Mr. E. C. Goldberg, chief master on the modern side, Tonbridge School. Seven have been killed in action—namely, Professor Starkey, Hartley University College, Southampton; Mr. M. P. Andrews, Hipperholme Grammar School; Mr. E. C. James and Mr. T. W. Callinan, Merchant Taylors' School; Mr. E. Worsnop, Hull Grammar School; Mr. W. A. Piercy, Whitechapel Foundation School; and Mr. J. W. Carter, Central High School, Leeds. Mr. C. J. Reid, Haileybury College, is missing.

About forty English members are known to be on active service, including two ladies, who are working with Red Cross units. The actual number is probably larger.

Most of our French members are with the French Army.

The sub-committee on the teaching of European history has produced a second interim report, which was submitted to the general meeting. Its completion is largely due to the efforts of Mr. A. J. B. Green and Miss Ash.

The Catalogue of the Travelling Exhibition has

been revised, and the printing of it is now under consideration. A great deal of labour has been spent on it, especially by Miss Hart.

The International Correspondence, which had been carried on successfully for a number of years by Miss E. A. Lawrence, of the *Review of Reviews*, was, so far as it relates to schools, taken over at her request in 1914 by the Association. Miss Allpress, Berkhamsted School, manages the work, and, in spite of the inevitable dislocation caused by the war, was successful last year in arranging correspondence for about 150 English girls and 100 English boys.

Professor Moore Smith has accepted the vacant sub-editorship of the *Modern Language Review*.

All the other activities of the Association are in abeyance. The thanks of the Committee are due to University College, London, for the use of rooms.

The Committee feel sure that the Association will extend a warm welcome to the incoming President, Mr. Edmund Gosse, who has won so much distinction as a student of English literature, and as writer and lecturer, and whose interest in French and also in Scandinavian letters is well known.

## EDITORIAL NOTES.

Sub-Editors: Miss ALTHAUS; Mr. H. L. HUTTON; Mr. DE V. PAYEN-PAYNE; Dr. R. L. GRÆME RITCHIE; Miss E. STENT; Professor R. A. WILLIAMS.

All contributors are requested to send in matter by the 24th of each month, if publication is urgently required for the issue following.

MODERN LANGUAGE TEACHING appears eight times yearly, viz., on the 15th of February, March, April or May, June, July, October, November, and December. The price of single numbers is 6d.; the annual subscription is 4s. Orders should be sent direct to the Publishers, A. and C. Black, Ltd., 4, Soho Square, London.

Contributions and review copies should be sent to the Editor of MODERN LANGUAGE TEACHING, Cuirleathain, Harpenden, Herts.

The Journal is sent free to all Members of the Association, but those whose subscription for the current year is not paid before July 1 are not entitled to receive it.

The Annual Subscription to the Association, payable on January 1, is 7s. 6d., and should be sent to the Hon. Treasurer, Dr. W. PERRETT, 58, Erskine Hill, Hendon, N.W.

Applications for membership should be addressed to the Hon. Secretary, Mr. G. F. Bridge, 7, South Hill Mansions, London, N.W. Temporary address: 11, Denmark Terrace, Brighton.)

THE MODERN LANGUAGE REVIEW, a Quarterly Journal of Medieval and Modern Literature and Philology, edited by Professor J. G. Robertson, and published by the Cambridge University Press, is supplied to Members of the Association at a special annual subscription of 7s. 6d., which must be prepaid. It should be sent with the membership subscription (15s. in all) to the Hon. Treasurer. Those who wish to take in or discontinue the REVIEW should communicate with the Hon. Secretary.

The attention of Teachers is drawn to the collection of French and German School Books, carefully selected by a Sub-Committee, and known as the Travelling Exhibition. It may be inspected on applying to Mr. Twentymen, Board of Education, Whitehall. A Catalogue (sent *gratis* to members) has been issued of all sections except Reading Texts, of which a separate and minutely detailed list is being prepared. For particulars of conditions on which the Exhibition may be loaned apply to Miss Hart, as below.

The Hon. Secretary will be glad to receive from members the addresses of well-educated families on the Continent willing to receive English guests, which can be recommended to students and teachers wishing to study abroad. The addresses of houses where an English guest is not likely to meet any other English people are specially desired. Names of families should not be sent unless the member can recommend them from personal knowledge. Full particulars should be given.

Communications on the under-mentioned subjects should be addressed to the persons named:—

**Exchange of Children:** Miss BATCHELOR, Bedford College, Regent's Park, N.W.

**Magic-Lantern Slides:** H. L. HUTTON, 2, College Gardens, Dulwich, S.E.

**Residence Abroad (Women):** Miss SANDYS, 30, East St. Helen's, Abingdon; **(Men):** The Hon. Secretary.

**Travelling Exhibition:** Miss HART, County Secondary School, Sydenham Hill Road, S.E.

**Scholars' International Correspondence:** Miss ALLPRESS, Berkhamsted School, Herts.

Correspondence on all other subjects should be addressed to the Hon. Secretary.

It is urgently requested that all Postal Orders be crossed.



# MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN  
LANGUAGE ASSOCIATION

EDITED BY J. G. ANDERSON

VOLUME XII. No. 2

March, 1916

## PLACE OF LANGUAGES IN EDUCATION.

### I. OUR EDUCATIONAL SHORTCOMINGS.

(‘Amend your ways and your doings.’)

IN order to determine the place of languages in education we naturally begin by asking what the word education means. Everyone is supposed to know; yet the answers given to this vital question are by no means uniform. Young people are sometimes enjoined to ‘love knowledge for its own sake;’ but if that were the chief aim of education it might encourage a selfish and miserly hoarding of knowledge by the recluse or the bookworm. A very characteristic answer to the question was given by the German Emperor some years ago: ‘The object of education is to train men for *my* service,’ which means in Germany blind and passive obedience to an irresponsible autocrat. Far different was the answer to a similar question in a kind of catechism which I once saw posted up in a French school: ‘What is the first duty of a young Frenchman?—*Le service militaire!*’ Surely, when we know its soul, this was a noble answer, implying, not abject subservience to the will of a despot, but the sacred duty of defending the liberty and honour of one’s country, a duty piously enshrined in every French heart, a root-principle to which a great English statesman lately gave the paltry name of an ‘expedient.’ I therefore submit that the great object of education, to

define it more fully, should be, ‘To teach young men to serve God and their country, to discipline them for the battle of life, and to train them to fight for the nation’s honour and liberty whenever required.’ Nothing short of this standard will enable us to look forward with hope and confidence to our future as a nation.

For several years I enjoyed the friendship of a former colleague, one of our greatest authorities on education, a subject which he treated historically, philosophically, and practically, referring frequently to Comenius, to Kant and Hegel, to Froebel, and to other famous thinkers. As to Comenius, who founded the science of pedagogy some two and a half centuries ago, I note in passing that he was the first educationist to point out that logically the study of living languages should precede that of the dead. Down to this very day our classical scholars very often denounce that opinion as rank heresy, but I hope to show later on that Comenius was right. To my old colleague, whose great learning was largely derived from German and other foreign sources, I chiefly owe my deep interest in education. Several highly distinguished men I have known have also owed much of their success in life to their study of foreign literature and science; and others again have frankly admitted that they had never known what real hard work meant until

they had gained some experience of it in foreign countries.

In particular, the Germans, in almost every walk of life, work harder and more methodically than we do, although, for the present at least, their energies are fatally misdirected by their Prussian taskmasters. In the study of modern languages, for example, they show wonderful zeal and perseverance. About ten years ago I met hundreds of Germans studying French at the University of Grenoble in the beautiful Dauphiné, while the British students scarcely exceeded a score. In Paris, too, and at other northern centres where vacation courses were held, the German element always preponderated. In the study of English also the Germans showed remarkable energy during many years before the war, flocking in hundreds to the summer courses held in London, at Oxford, in Edinburgh, and elsewhere. Their requirements and ours are not exactly parallel, because, for business purposes at least, English and French are more useful to them than French and German to us, but very few of the students attending these vacation courses were men of business; their objects were chiefly literature, research, law, and education. In these respects the study of foreign languages is quite as important for us as for them. Our slackness in this as well as in some other branches of learning is lamentable. Among countless proofs of it I may mention one. The headmaster of a school was recommended a few years ago to send his English teachers of French and German to some of these vacation courses to 'brush up' their knowledge, but he reported regretfully that 'they had no wish to improve.' If knowledge is power, by neglecting the one we are certain to lose the other.

Educationists rightly insist that a sound general education should precede any special or technical training. They all agree as to the primary subjects to be

prescribed, but they differ as to the relative values of the usual secondary or higher subjects. A foremost rank is usually claimed for Latin, Greek, and mathematics, all the other subjects being regarded as less important, though special prominence is sometimes given to science. In most cases, however, English, history, geography, and modern languages, which are among the most educative of all subjects, are precisely the least regarded. Before considering the value of modern languages in particular, let us bear in mind from the outset that a good general education must never abdicate its true function of enforcing mental, moral, and physical discipline. Is this great function fully understood by our schools and Universities and by the general public?

The lowest, most ignoble, and most mischievous view of education is that sometimes held by wealthy parents, mostly of the *parvenu* class: 'I shall send my son to a great public school, and then to Oxford or to Cambridge. He will never need to study, but he will be a gentleman and make friends.' Some of them scoff more openly at education: 'What on earth is the use of it? Look at me. Never had a scrap of education since I was ten. Fought my way up by dint of brains and grit, and am now a millionaire. Talk of teachers and preachers and what not—why, I could buy up fifty of them!' Others, again, even persons of some intelligence, are hostile to 'book learning': they pin their faith to sport as the best educator, and they are never tired of extolling the heroism of our sporting men and athletes at the front. Such disparagement of education I have often heard in my own country, but never once during several years of study and travel on the Continent. It is, of course, vain to argue with people who prefer ignorance to knowledge, or who maintain that we can get on quite as well without disci-



pline or training as with it. Countless object-lessons might easily be cited to show the dangers of their theory. During the Boer War, for example, many disasters are said to have been due to lack of maps, and to ignorance of the country or of hill tactics, for which Aldershot could afford no training. Again, during the present war, hundreds, or probably thousands, of our soldiers have fallen into ambuscades, or lost their way, or their liberty, or their lives, through ignorance of French. In the case of trade also, as our Consuls have told us scores of times, we have suffered severely from similar causes, as our merchants and their travellers often show total ignorance of the requirements and the languages of foreign countries. A few years ago I met an English commercial traveller at Lyons who was trying to do business there without knowing a single word of French. In Germany I once met an attaché of the British Embassy who knew no German. In my own country I came across an Austro-Hungarian Consul who knew neither German nor any other of the dozen languages spoken in the dual monarchy. Only a few months ago it was stated in the public Press that, shortly before the war, no one at the British Embassy in Constantinople knew Turkish, whereas German officials had to learn it before entering the country. We may also be sure that the Germans in the Balkan States, especially in Bulgaria, know something of the local languages. We fret, fume, and vituperate when outstripped by other nations, forgetting that it is generally our own fault. We want to 'capture German trade,' but we must first capture German skill and perseverance, and work longer hours for lower pay.

We daily denounce individuals as 'slackers and shirkers,' but we fail to realize that these epithets may have an immensely wider application. Our edu-

cational system is slack not only in point of linguistic training, but also in point of method, discipline, and standards of attainment, in which respects we fall far behind the best continental schools. In most of these the working day is longer, often beginning in summer at seven and in winter at eight o'clock; the programme is fuller and the work harder. The result is that the *baccalauréat* examination in France and the *Abiturientenexamen* in Germany, corresponding with our school-leaving tests, are stiffer than those for the Oxford or Cambridge pass degree. The foreign boy, on leaving school about the age of seventeen, is often better educated than the average Englishman on leaving the University at the age of two or three and twenty. The standard of school education is equally high in Denmark, Holland, Switzerland, and other European countries.

The English standards, on the other hand, are, or were until recently, almost incredibly low. Here are a few examples, which I hope are ancient history, as we are often assured that 'things are very different now.' I begin with an old, but very curious case. About forty years ago I knew a youth of eighteen or nineteen who had been at one of our famous public schools for seven or eight years. Having been asked by his 'army coach' to examine him, I found that he did not know the multiplication table ('never could master it'), that his Latin was practically *nil*, and that his English spelling was hopelessly bad. Less ancient is a case ten years old. Three young English friends of mine, two of them youths of eighteen and nineteen, and the third a young lady of twenty-five, entered for the 'medical preliminary' of the Scotch Universities, a fairly easy examination in Latin, English, French, and mathematics, which is frequently passed by Scotch boys of fifteen before they leave school. The two youths, who had attended an English

public school for five or six years, failed dismally ('they had never seen such difficult papers'), whereas the girl, who had never been to school, but had worked hard for about a year at home, passed in

all the subjects. The crestfallen youths then went to Cambridge, where they found, as one of them declared, that 'the exams were miles easier.'

J. KIRKPATRICK.

(To be continued.)

## LES 'INTELLECTUELS' FRANÇAIS ET LA GUERRE.

NOUS parlions ici même il y a un an des premiers écrivains français 'morts au champ d'honneur';—comme tous ces vieux mots ont repris en un jour leur force saisissante !—Voici plus d'un an que dure l'affreuse guerre, enterrée, obscure et sauvage ; guerre de chimie, de sapes et de fils de fer barbelés, mais aussi guerre au couteau, car l'homme des tranchées redevient l'homme des cavernes, et l'on s'égorge dans les boyaux d'Argonne au couteau-poignard, et l'homme y tire l'homme au fusil de chasse, pendant que ne cesse de ronfler au dessus la machinerie scientifique à faire de la mort. Un an que nos soldats, se pliant aux conditions de cette guerre nouvelle révèlent des vertus qu'on leur niait par tradition ou par habitude. Les enfants qui chargeaient en chantant et sans daigner attendre la préparation d'artillerie, les St. Cyriens qui avaient fait le serment d'aller à l'assaut en gants blancs, le casoar aux plumes éclatantes sur la tête, sont tombés devant les tranchées bétonnées de Morhanges et de l'Aisne, dans les fils de fer dissimulés parmi les blés. Leurs frères donnent leur vie dans l'obscurité, dans la boue des tranchées, dans l'anonymat, dans la grande attente. . . .

Les écrivains, les professeurs, les étudiants français, tous ceux qu'avec un peu de dédain parfois on appelait 'les intellectuels' sont à leur place—qui est une première place—dans cette armée, qui est la nation. Ils font leur devoir comme les autres, et si quelque chose les distingue de leurs frères ouvriers, commerçants, paysans, c'est qu'ils savent

mieux peut-être pourquoi ils combattent et pourquoi ils meurent ; ce qui chez les autres est sentiment, instinct et foi s'éclaire chez eux de raison et de connaissance ; ils savent ce qu'ils ont à sauver ; ils savent par quels longs et sanglants efforts s'est amassé ce trésor de civilisation et de culture dont ils ont la garde, pour eux, pour leurs enfants et pour le monde. 'Je sais pourquoi je suis mort,' dit l'inscription d'une médaille donnée par M. Barrès aux familles des écrivains morts à la guerre. Socialistes et royalistes, syndicalistes et conservateurs, les frères Bonneff de *l'Humanité*, J. M. Bernard, Pierre Gilbert et Léon de Montesquiou de *l'Action Française*, savent également qu'il y a, d'abord, la France à sauver, et que cela vaut bien le don de leur vie. Tous pourraient dire, comme ce jeune poète qui mortellement frappé, dictait à son frère cette inscription pour sa tombe : 'M. L. Guillot, homme de lettres, sergent au 171<sup>ème</sup> d'infanterie, tombé au champ d'honneur et mort joyeusement pour sa patrie.' Je songe à quelques uns de ceux que j'ai connus, à ce jeune savant, si bon et si fin, marié depuis quelques semaines, et qui disait à sa femme, une toute jeune anglaise, le sacrifice qu'il avait fait de lui-même, quelques jours avant de tomber frappé au front alors que, debout sur le parapet, il entraînait ses hommes dans l'horreur d'une contre-attaque de nuit ; et son cousin, tombé les premiers jours, et enterré le soir par un ami sur le champ de bataille ; et le plus jeune de la famille, il était de la classe des dix-neuf ans : il



me disait avec tant de gravité simple, quelques mois avant la guerre, les raisons pourquoi il approuvait la loi de trois ans ; on est sans nouvelles de lui depuis la dernière offensive d'Artois. Je pense au jeune écrivain démocrate et chrétien Henry du Roure qui, mourant de la tuberculose, voulut partir quand même :

'Il était si las, écrit un de ses amis, que l'un de nous, un jour, allant le visiter, le trouvait à mi-chemin de la gare, assis au coin d'un jardin. Sorti au-devant de son ami, ses forces ne lui avaient permis que quelques pas. C'est en cet état d'extrême faiblesse qu'il est parti vers la frontière, le lendemain de la mobilisation, chargé du sac et du fusil. A dater de cet instant sa seule ambition terrestre fut de "tenir," de "tenir jusqu'au bout."

'... Il a "tenu." Il est tombé face à l'ennemi, percé de cinq balles, dont une au front et une autre au cœur, avec une lucide volonté de s'immoler, pour sa foi et pour son pays.'

L'âme des chansons de Geste, l'âme de Corneille, l'âme des armées de la Première République 'Une et Indivisible' n'est pas morte. Aux heures tragiques le grand souffle héroïque toujours se lève du lointain passé et emporte les fils ; et ceux mêmes qui, comme dans la vision du prophète, ne semblaient être que des ossements desséchés se rassemblent quand passe l'esprit, se recouvrent de chair, s'animent et se dressent :

'Et voici, c'était une armée, une très grande armée.'

Le *Bulletin des Ecrivains* de novembre donne les noms de plus de 170 écrivains 'tombés au champ d'honneur,' et de 21 'considérés comme disparus.' Presque tous étaient des jeunes gens, quelques uns seulement de ces noms sont 'connus,' beaucoup sans doute seraient restés obscurs en dehors d'un cercle assez étroit. Qu'importe ! le désastre est grand ; que de beaux talents, que de promesses d'avenir

anéanties brutalement ! C'est comme une floraison d'avril, saisie et fauchée en une nuit par un de ces 'retours de froid' qui laissent derrière eux la campagne tristement nue, le printemps sans fleurs et l'automne sans fruits. Il faudrait s'arrêter à plusieurs d'entre eux ; nous avons parlé déjà de Ch. Péguy, d'Ernest Psichari et d'Alain Fournier ; il faudrait parler d'E. Pergaud, le conteur robuste des bêtes, des gamins et des villageois : il est disparu dans une attaque de nuit arrêtée dans des fils de fer ; de Paul Acker, le romancier du *Soldat Bernard* : il était né à Saverne (Zabern) et est mort en Alsace, en mission militaire ; du jeune poète Pierre Puget ; du critique Pierre Gilbert, un de ceux qui représentaient le mieux ce qu'on a appelé la jeunesse nouvelle, et qui avait su donner une forme et une direction littéraire à ces énergies en quête de 'disciplines' ; du poète Jean-Marc Bernard qui, faisant revivre le genre bien français de l'épigramme, avait mené dans ses 'Guêpes' en faveur d'un classicisme rajeuni une guerre spirituelle, claire et rieuse ; de Robert d'Humières mort héroïquement ; d'A. du Fresnois, et de bien d'autres encore. Et à ceux-là il faudrait ajouter ces autres dont R. de Gourmont écrivait : 'Aujourd'hui, ceux que je veux pleurer spécialement, ne figurent même pas sur ces listes. Ce sont les poètes, les écrivains, les créateurs de l'art ou de la pensée qui n'étaient encore rien qu'une fleur à peine ouverte, et qui ont été et qui seront fauchés avant d'être connus même d'eux-mêmes. . . .'

Nous parlerons peut-être quelque autre jour ici de l'Université de France pendant la guerre. Au lendemain de la mobilisation, 25,000 membres de l'Enseignement étaient appelés à leur poste sous les drapeaux. Ici aussi la réponse à l'appel fut joyeuse, le don de soi sans réserve. Il suffit, hélas ! de lire ce livre d'or de l'Université de France, ces listes

glorieuses que donne chaque mois la *Revue Universitaire* : voici le numéro de février avec douze pages de tués, de 'morts de leurs blessures,' de blessés ; il suffit de lire les pages, dans la même revue, consacrées aux citations à l'ordre du jour des membres du corps enseignant : le numéro de novembre en a six pages pleines. Hier instituteurs, professeurs, répétiteurs, préparateurs, aujourd'hui sergents, lieutenants, capitaines — car l'armée est la nation, et les cadres de l'armée sont aujourd'hui les cadres même de la nation, non pas ceux que marquent la convention sociale, ni même la fortune ou la position, mais ces cadres, en temps de paix moins visibles, que constituent l'intelligence et la valeur ; il faudrait citer quelques unes de ces citations, mais elles sont toutes si pareillement simples, belles et graves que l'on ne peut choisir, et que l'on tourne les pages.

Ici aussi c'est une jeunesse décimée ; et plus que décimée, car c'est plus du dixième qui a disparu. En février l'Ecole Normale Supérieure avait, sur ses 200 élèves partis sur le front, 45 tués, 12 disparus, 74 blessés et 25 prisonniers ; c'était en février ; qu'en est-il maintenant, après dix nouveaux mois et les offensives d'Artois et de Champagne ? Combien en reste-t-il des 200 qui partirent en août ? En reste-t-il vingt, en restera-t-il un seul ?

Un printemps fauché, une France dé-

fleurie ; sans doute, Pericès, parlant des guerriers morts pour la patrie, disait : 'Une ville qui a perdu sa jeunesse, c'est comme l'année qui aurait perdu son printemps.' Mais faut-il bien parler ainsi ? Dans l'une de nos vieilles chansons nationales, les six enfants du vieux comte Aimery de Narbonne sont partis pour la grande aventure. Ils sont descendus les degrés du palais, les six beaux frères, les six jeunes seigneurs. Au pied de la tour ils sont entrés 'dans le verger pleuri, planté d'ifs, de bois d'arbour et de lauriers. Ermenjart, leur mère, les a suivis : elle les baise et les caresse, elle ne sait lequel elle chérit le mieux. Dans la salle, le comte Aimery est resté seul, assis près d'un pilier.' Bientôt ils ont disparu au détour du chemin. . . .

'Le jour est beau, et c'est le printemps. . . .'

Le comte Aimery erre par le château et cherche Ermenjart. Il la trouve dans une chambre, pâmée sur une courtépoinle richement ouvrée. Il la prend par les flancs, la relève, la reconforte : 'Comtesse, dame, vous êtes peu sage de mener si grand deuil au départ des enfants. Quand le roi Charles verra la mesnie (la race) que j'ai engendrée et que vous avez portée, savez-vous ce qu'il dira ? *Que France est toute fleurie par la venue de tels enfants.*'

PIERRE CHAVANNES.

## FIRST STEPS IN SPELLING REFORM.

THE terrible accusations brought against me by Professor Williams in the July number—accusations which loom all the more hideous through the mist of the Latin language—did not wring my withers very much. Our little misunderstanding is plainly due to the fact that he was discussing the spelling reform from the academic, and I from the prac-

tical, point of view, and the only admission I feel moved to make is that I ought to have made this clearer, as I was writing for, or rather against, a University Professor. When I said, 'Equally fallacious, if the matter is viewed from the standpoint of the educated of to-day, is the attempt to distinguish between the English language and English spelling,' I



did not mean that we cannot perform such a feat intellectually. Certainly we can; 'tis easy as lying.' But what our reason accepts our feelings and instincts reject, and in matters of language feelings and instincts are stronger than reason. If we were to see our favourite poet printed in Josh Billings English, it would be easy enough to say that it was just the same old language in a different dress; but with most of us the acceptance of this proposition would not the least affect our violent desire to pitch the book into the flames. No doubt Dr. Williams holds as a matter of academic opinion that language is the result of historical development, social tradition, habit, and so forth (who, indeed, in these days holds any other view?), but he makes no concession to this doctrine. His working creed—or, at least, that of the society which he supports—is that, however the English language was made, it can be remade by the deliberations of committees and the acts of Governments. He suggests to me a head-master addressing his school in some such terms as these: 'Now, boys, we all know that games are a firmly rooted tradition in England, they are part of our very blood and bones, so, if you please, we will abolish them, and adopt the more scientific Swedish drill and gymnastics.'

I have no wish to indulge in controversy about 'theories and standpoints.' Such discussions make me think with admiration of that eminent London clergyman who, when the council of a newly founded school were debating what theology should be taught in it, shocked their respectabilities by exclaiming: 'Hang theology! Let's get to business.' We have got to deal with a mass of instincts, habits, sentiments, traditions, and, to use the word of which the Simplified Spellers are so fond, prejudices, and we cannot persuade people to abandon them by preaching philological doctrines.

Dr. Williams talks about my adopting and then abandoning the historic view. I am quite unable to follow him. The only 'historic view,' if it is worth calling by such a name, that I hold, is that, as languages have changed and developed slowly, gradually, and without consciousness of change on the part of the speaker, so any future change must be slow and gradual; and if at this stage in the world's history no large change can be made quite insensibly, yet it should be carried out with as little shock as possible. The proposals of the Simplified Spelling Society are based on the opposite principle—namely, that the change should be rapid and revolutionary. 'Revolution,' it seems necessary to remind Professor Williams, does not connote violence; it means merely radical change. In this sense the scheme of the Simplified Spelling Society is revolutionary, as may easily be shown. Words are made to end in *j*, *i*, *z*, *u*, *v*, although no English words end with these letters, or ever did\* (except *u* in Anglo-Saxon). Four digraphs, unknown to English, *zh*, *aa*, *uu*, *yu*, are proposed. *Oe* is suggested for long *o* in all positions, though it is now used only as a terminal in about half a dozen words and in a few plurals. The endings *-tion*, *-tial*, *-tious*, *-ture*, become *-shun*, *-shal*, *-shus*, *-tyur*. The indication of a long vowel by a silent final *e* is abolished. *X*, *Q*, and *C* (except in *ch*), are ignominiously expelled from the language. All the peculiar orthographical features of our mother-tongue are pounded to an unrecognizable jelly by the ruthless bludgeon of the phonetician. Instead of seeing English, we see a queer hotchpotch of other languages. Final *i* is Italian, medial *oe* is Welsh, *uu* and *aa* are Dutch, final *k* without *c* is Bohemian, and *yu* is Chinese. And this

\* Initial and final letters should be changed as little as possible, as they are the most conspicuous features in a word.

thing of shreds and patches we are seriously asked to take to our hearts as being the only true and genuine English. A page printed in this orthography loses all national character. Like the hyphenated American of the baser sort, it is a creature without race and without home. It has no roots in the past, no ancestry, and no kin. It is quite inexpressive. It can speak to no one, because a language speaks through its associations, and this language has no associations. It may do very well for a commercial code, or for a treatise on pure mathematics, but who can conceive of it as the language of human feeling or thought? I observe that even its most ardent supporters are beginning to have doubts about its perfections. According to the report of a recent meeting of the Society, the admirers of final *i* and *yu* are wavering in their allegiance. Where will they turn, one wonders, for new symbols? To Turkish, Basque, Japanese, or where? But what fickle swains these phoneticians be! A few short years ago they were protesting undying passion for Chinese *yu*, and now she is to be deserted for some fresher face, some younger form. Phoneticians, it would seem, are after all but common men, and it is with them as it is with us:

‘Beauty cannot keep her lustrous eyes,  
Nor new love pine at them beyond to-morrow.’

A problem Simplified Spellers do not much discuss is how the revolution is to be brought about, and Mr. Rippmann might well have addressed himself to this question instead of labouring to prove what nobody denies—namely, that our spelling is a trouble to children—and denouncing people for being ‘selfish’ because they show no anxiety to change the habits of a lifetime at the bidding of an association which cannot guarantee that their scheme will last twenty years, and who after several years’ discussion are not agreed upon its details. How is

the great change to be effected? Is a day to be fixed on which the whole nation will simultaneously adopt the new spelling? That is hardly possible. Presumably, then, the old and the new must co-exist for an indefinite period. All books, periodicals, and newspapers, must be brought out in two dresses, unless the authors make up their minds to dispense with the support of one section of the community. Every child must be taught to use both spellings, otherwise he will be handicapped in seeking for employment. The first result of the partial acceptance of the new scheme, therefore, would be that two orthographies would have to be taught in schools, and how long this would continue no human being could say. Or is it hoped that the new spelling will be accepted first for learned books and periodicals, and gradually make its way into popular literature, as is happening with the Roman type in Germany? I can find no hint, in such publications of the Society as I have seen, of the method by which the orthographical millennium is to be brought about.

On one point, however, I am in agreement with Mr. Rippmann—namely, that any reform, even the most modest, must be based on definite principles. A mere list of permitted variations would be only confusing, and I therefore venture to indicate what I conceive to be a possible line of advance. I do so with much diffidence, and it is only too likely that gaps and faults will be found in my suggestions. The scheme, however, is not put forward as something complete, perfect, and incapable of amendment, but only as some indication of the kind of reform which the present writer thinks might be carried out, say, in the course of a generation. Certainly not the whole of even this modest instalment could be effected at once, and to the rules for licence suggested some of the com-



monest words in the language would have to remain exceptions.

Our object must be to regularize the spelling of the language as much as possible without substantially altering the appearance of the printed page. The vowels are, as the Simplified Spelling Society sees, the key to the situation. The consonants really present no great difficulty either to the speller or to the foreign student of English. Initial silent *g*, *k*, *w*, give little trouble, because, as they are unpronounceable, nobody tries to pronounce them, and, as they are conspicuous features in the words where they occur, even bad spellers do not frequently omit them. The silence of medial *gh*, the sounding of final *s* like *z*, the two sounds represented by *c*—examples of phenomena such as these occur in every line, and their eccentricity soon ceases to excite wonder. What is really troublesome is the presence of eccentrically spelt words—that is, words whose spelling is like to few or no other words in the language; and it is on these that I suggest that we should concentrate our fire. Let final *s* representing *z* stand, but let *gas* be mended. There is no good reason for the banishment of *qu* from English, but sooner or later we must do something about *conquer*. There is nothing terrible about learning how to pronounce *stone*, *tone*, *bone*, *zone*; what worries the child is the eccentricity of *shone*, *gone*, *done*. Let the regular features of the language therefore stand, and let the abnormalities be shorn away.

I am, however, wandering a little from the point. I was saying that consonants give less trouble to learners than vowels. To make sure of this, I recently took careful note of the orthographical errors made in a large batch of examination papers. The mistakes in vowels far outnumbered those in consonants. The latter, indeed, were comparatively few,

except for errors in doubling, and these, I must admit, I do not see my way at present to obviate.

My suggestion is that the number of eccentrically spelt words in the language might be reduced to something very small by improving our vowel system, without offending against any of the following canons:

1. Consonants not to be changed, except in (a) past participles where *d* is pronounced like *t*; (b) 'stupid spellings'; (c) a few eccentric words—*e.g.*, for *attach*, *detach*, *bachelor*, etc., should be permitted, seeing that *-atch* is the rule and *-ach* the eccentricity; (d) cases where a change of vowel necessitates a doubling—*e.g.*, *flurrish*, *reddy*, for *flourish*, *ready*.

2. The Latin terminations *-tion*, *-sion*, *-ions*, *-ure*, *-esce*, *-tial*, *-cial*, to remain unaltered. The same principle would apply to some Greek terminations.

3. No symbol or digraph to be used to represent any sound which it does not commonly represent now.

4. Typical endings, such as *-ce* for *s*, as in *hence*, *place*, and *-se* for *z*, as in *raise*, to remain; such words as *case* and *base* being made, or at least allowed, to conform to the practice of their more sensible colleagues. Final *e* after a short syllable, however, should vanish.\*

5. Such marked features of English orthography as the use of final mute *e* to indicate a preceding long vowel, and the doubling of the consonant before an affix in words with a short vowel, to be maintained.

As a target for the arrows of my opponents, I put forward a suggestion for the representation of vowel sounds:

\* The question of final *-ve* is a detail not worth full discussion at this stage. Personally, I don't think *comparativ* would be popular. It suggests too plainly a foreign language which is, unhappily, not likely to be much loved in England for many years to come.

Long Vowel in—	Admissible Symbols.
BEAD* ...	ee; e + †; ea.
BRAID } ...	ai†; a +.
FAIRY }	
FATHER ...	a.
GLORY ...	au, aw or, §
BOAT ...	oa; o +; o at end of words.
RUDE ...	oo; u (after r).
PUT ...	oo.

## Diphthong in—

PINE ...	i +, i, ie in inflexions and at end of words.
DUKE ...	u +; ew, ue, at end of words.
FOUND ...	ou; ow.
NOISE ...	oi.†

Short vowels as in *gnat, net, nit, not, nut*.

For the vowel in *BURN, ur, ir, or er*, to be accepted.

Let us see now how the scheme would work out in the case of two or three vowels.

First the vowel in *bead*. As it is proposed to proceed by a system of licensed variations, we should have in theory to accept any one of three spellings for any word containing this sound—*e.g.*, *bead, bead, bede*. For *receive*, etc., we should probably have to add a fourth form, *recieve*, etc. Practically, however, custom would rule in the case of all words already spelt with the proposed symbols. In such a case as that of *receive*, *receve* would probably drive out its competitors, as it deviates least from established usage. *Ceiling, weir, weird, people, yield, greasy*, would probably change to *celing, weer, weerd, peeple, yeeld, gresy*. It would be a question, no doubt, whether such a word as *celing* could dispense with the double *e* and trust to the natural tendency to

pronounce long an *e* followed by a single consonant and vowel. Possibly in no long time *ea* would be dispensed with. *Tea* would then be written *tee*, and the excellent joke of the golfer about the witty lady who, on being shown the tee, pointed to the sand-box, and said, 'And that, I suppose, is the caddie,' would look as well as it sounds.

Now the vowel in *braid*. *Break, wear, swear, tear, bear, great*, would become, no doubt, *brake, ware, grate*, etc.; we can hardly imagine that *wair*, etc., would be popular. We could very well *bare* and *forbare*, but to preach to people that they should *bair* one another's burdens might diminish the small stock of Christian virtue now existing in the country. Instead of *obey, survey*, etc., *heinous*, we should write *obay, etc., hainous*. There would be one *vail* instead of two, and one *vain, faint*, and *rain*. This assimilation of homonyms would involve some loss, as has been already pointed out by Miss Bremner, to whom, by the way, I owe an apology for having inadvertently plagiarized her quotation from Oliver Cromwell. But the gain would probably outweigh the loss. The words with silent *gh*—*neigh, neighbour, freight*, etc.—are a difficulty; to reduce *neighbour* to *naibur* or *nabur* at one blow would be contrary to the principle of gradual change; either we must admit *naigh*, etc., or endure for some time longer the scandalous irregularity of these words. In any case, *eight* would probably have to remain. In *braize, raise, waive, plaice, gauge*, etc., we should simply drop the superfluous vowel.

For the sound of *a* in *father* a distinctive symbol seems scarcely possible. Fortunately, the number of *a*'s in the language so sounded is limited, and the words fall mostly into classes. Monosyllables in *-ast* and *-aft*, for instance, are all so pronounced, at least in Southern English, while in *-aste* the *a* has the other

\* Vowels as given in Rippmann's *Sounds of Spoken English*.

† I use the symbols *a +, e +*, etc., to denote the vowel followed by single consonant sound and final mute *e* (*e.g.*, *hate, eve, rive, rove, tune*).

‡ *ay, oy*, at end of words.

§ *al* or *all* in *chalk, talk*, etc., *all, ball*, etc.



sound. *Caste* should drop the *e*. To write *-aiste* for *-aste* in *paste*, etc., seems hardly necessary; the *a* is not really an *a +*, but is sufficiently near to it. *-alm* is usually pronounced *arm* (*calm*, *almond*, etc.), so *salmon* should turn into *sammun*. Ladies would have to reconcile themselves to being addressed by their nieces as 'My dear *Ant*.'

Let us see now how far these modest suggestions go towards solving the pretty little riddles in orthography set in *Simplified Spelling*.

The following list of words, showing thirteen different ways of symbolizing long *o* is given: *Go, goes, road, rode, row, rowed, mauve, bureau, yeoman, sew, brooch, though, soul*. Ten of these would be written: *go, road, rode, ro, rode, yoman, so, broche, tho,\* sole*. *Bureau* and *mauve* are really foreign words, and foreign words are a separate problem, which cannot be considered here. *Goes*, I admit, is a conundrum; eventually we might get to *go's* (*ro's*, *so's*, etc.). The apostrophe, I cannot help thinking, will be found useful in solving many difficulties. It is quite English; we are all accustomed to it, and it costs less trouble to write than a letter—an important point for an over-driven generation. The digraph *-oa* might possibly disappear in another generation.

Then we are confronted with ten different representations of the vowel-sound in *truth* (*truth, true, rule, fruit, drew, mood, through, move, shoe, rheumatism*), and ten of the diphthong *u* (*cue, cubic, cube, suit, eulogy, adieu, few, view, beauty, ewe*).

Now the *u* sounds (*rude, but, put, duke*) are troublesome, anarchic fellows, and it is likely that it will be long before they are reduced to order. I do not profess to be wholly satisfied with my suggestions. That hard-worked symbol *u* has to do

duty for three sounds. The Simplified Spelling Society solves the problem in its own high-handed way by going outside the limits of the language and proposing the symbols *uu, yu*. The principle advocated in this paper is that we should keep within the limits of the language. Some members of the Society seem inclining in this direction, and are suggesting *eu* instead of *yu* for the sound in *duke*—Greek instead of Chinese! *Eunit* is better than *yunit*, but observe the loss. This prefix *eu*, being found only in words derived from Greek—*e.g., eulogy, euphony*—has a definite meaning, ascertainable by and helpful to people of quite modest education. Use *eu* everywhere, and its meaning disappears. The 'etymological argument' certainly must not be pressed too far, but here is a case in which the suggestion of the derivation conveyed by the spelling is distinctly useful. It is better by far to submit to some inconveniences than to pass a steam-roller over all those peculiarities of orthography which help us to understand our language. Perfection in spelling is not the sole thing to be considered. If by maintaining the present spelling in such words as *union, unalloyed*, children are compelled to learn about the negative prefix *un*, so much the better.

If the rigidity of correct spelling were relaxed, probably the representations of diphthong *u* would soon be reduced to three (*cue, cubic, cube, sute, buty, few, vew*), of which two would occur at the end of words only. For long *u* we should have four, as seen in *true, rule, frute, drew, mood, moove, shoo, throo*. *Eulogy* and *rheumatism*, being merely transliterations of Greek words, ought to be left alone. *Adieu* is a foreign word. For *ewe*, as also for *aye* and *eye*, I see no hope at present. *Truth*, also, would have to stand, but probably its obvious connection with *true* would prevent foreigners from mispronouncing it.

\* The tangle of the words in *-ough* is a troublesome problem, but this particular word presents no difficulty.

It is to be observed that the number of words in which the symbols *u*, *ue*, *ew*, would be ambiguous would be considerably lessened by the fact that after *r* they would always have the same pronunciation.

As with the *o*'s and *u*'s, so with diphthong *i*; the various symbols can be reduced considerably in number, and eccentricities eliminated without any violence being done to the mother-tongue.

Mr. Rippmann raised a question about the spelling of the inflected parts of verbs with the same vowel-symbol where the length is different—e.g., *hop*, *hope*. How, he asks, can we write *hoped* with a *t* unless the medial vowel-symbol is a complete representation of the long *o*? Here, it seems to me, is a case in which the apostrophe might well be used. The verbs might be inflected thus: *hop*, *hops*, *hopping*, *hopt*; *hope*, *hopes* (or *hop's*), *hoping*, *hop't*.

With regard to the short vowels, only two remarks need be made. The first is that, as in a large number of words these sounds have been playing general post (e.g., *wander*, *wonder*, *quality*), these words must be changed all at the same time or not at all. The second is that in spelling reform it will be well to avoid anything that will tend to excite unseemly laughter. Imagine what sport the comic newspapers would have with *luw* and *duw*! There would be nothing for it but to allow such words to flaunt their shame in public places for some time longer.

I will now give three specimens of English with emended spelling, premising again that probably all these changes could not be introduced at once. In the consideration of the passages there are four points to be examined—whether the extracts look like English, how many words are changed, how many eccentric spellings still remain, and how many vowel-symbols are ambiguous.

The first is taken from a book for

children called *Stories from the Sagas*, and is a specimen of the language, mostly of Anglo-Saxon origin, which young children read:

'Thare was mud under whare thay had cast ancor, and thare was not a plank in thare ship injurd. Olaf and his men shifted the ship's berth and cast ancor in the creek. But as the day wor on a grate crowd of men rusht down to the shor. At last two men came in a boat too the ship. Thay askt who thay wer that had charge of the vessel. Olaf replied in Irish, and told them whot they wonted. But when the Irishmen found that thay wer Norwegians, thay summund them to abandun thare goods under the law, and then no harm wood be dun to them, until the king gave judgment in the cace. Olaf said that was only the law, if thare was no interpreter with the traders: "but I can tell you this truly, that these ar peceful men: yet we will not yeeld without trieing for it." The Irish then shouted a wor-erie, and waded intoo the sea, and ment to drag the ship ashor under them; it was not deeper thare than up to thare armpits, or too the belts of those that wer tallest.'

There are about a hundred distinct words in this extract. Seven eccentricities remain — *was*, *two*, *said*, *only*, *yon*, *who*, *of*. Perhaps one or two of these might be called to order, perhaps one or two other words had better be left irregular; that need not be further discussed here. Eighteen words have been changed, besides past participles. I confess to feeling some aversion to '*thare*,' '*whot*,' '*cace*,' and '*trieing*' is awkward, but possibly others will have no such sentiments. Of ambiguous symbols there are none, if we take the syllable as the unit. The combinations *-ast*, *-ush*, *-all*, would have an invariable pronunciation. *-old* is short only in *polled* (2 Sam. xiv. 26). The difficulty of the indeterminate vowel remains, but not even the Simplified Spelling Society professes to solve that.

The next passage shall be the conclusion of Tennyson's *Ode on the Death of the Duke of Wellington*, in order that we may see



how great poetry looks in this new dress : \*

' Hush, the Ded March wails in the people's  
ears :  
The dark crowd mooves, and thare ar sobs and  
tears :  
The black erth yawns ; the mortal disappears ;  
Ashes too ashes, dust too dust ;  
He is gon, who seem'd so grate—  
Gon ; but nuthing can bereve him  
Of the force he made his own—  
Being here, and we beleve him  
Sumthing far advanc't in State,  
And that he wares a truer crown  
Than any wreath that man can weve him.  
But speak no mor of his renown,  
Lay your erthly fancies down,  
And in the vast cathedral leve him :  
God accept him, Christ receve him.'

It may be noted that the seemingly curious spelling *advanc't* is suggested by Mr. Robert Bridges' *brac't* and similar words, and was used by Milton and other authors of his period.

Lastly let us see how our suggestions would suit the Latin portion of our vocabulary. The following passage is taken from one of Pitt's speeches :

' It is true, indeed, that even this gigantick and unnatural means, by which the Revolution has been supported, ar so far impaired ; the influence of its principles and the terror of its arms so far wekend ; and its power of action so much contracted and circumscrib'd, that against the embodded force of Europe, prosecuting a vigorous wor, we may justly hope that the remnant and wreck of this system cannot long oppose an effectual resistance. But supposing the confederacy of Europe prematurely dissolv'd, supposing our armies disbanded, our fleets laid up in our harburs, our exertions relaxt, and our means of precaution and defence relinquisht, doo we beleve that the Revolutionary power . . . possessing still the means of calling into action

whatever is the remaining physical force of France . . . will not again proove formidable to Europe ?'

Here the Greek *ph* and *y* are left intact. Few changes in words taken directly from the Latin seem necessary. Our troublesome friend *u* appears in *revolution*, *support*, *influence*, *much*, *prosecuting*, *vigorous*, *effectual*, *suppose*, *harbur*. Its value in *support*, *suppose*, is indicated by the double consonant following ; its sound in *prosecute*, and therefore in *prosecuting*, is obvious ; the endings *-us* and *-ur* would be so frequent that they would cause no trouble ; the long vowel *u* occurs only after *r*, and therefore *effectual* is not ambiguous ; *-uch* is invariable in sound (*much*, *such*, had better be *mutch*, *sutch*, to get into line with *hutch*, etc., and *which* should be *whitch*, strictly speaking) ; only in *revolution* and *influence* need *u* be a cause of doubt.

I should like to add a word about uniformity of spelling. *Webster's Dictionary* gives a list of some three thousand words for which different spellings are found in contemporary or recent literature. These varying orthographies cause no difficulty, and probably no one would be a penny the worse if their number was increased to ten thousand. Variation must be kept, no doubt, within bounds, and subjected as far as possible to broad principles ; but for this we could trust to the good sense of our writers and journalists, who would set the standard. Further, the tendency of educational institutions to maintain uniformity of practice would be as strong in spelling as in other things. On the whole, therefore, it does not seem likely that liberty would degenerate into licence.

\* A severe and really unnecessary test, as, even if reformed spelling comes into favour, it will be long before our classics appear in such a dress.

## LA BELGIQUE À L'ANGLETERRE.

À JOHN DRINKWATER.\*

Sous un ciel automnal, pauvres branches  
 brisées  
 Qu'emportait un vent sans merci,  
 Nos femmes, nos enfants quittaient un  
 sol noirci  
 Par l'incendie et par les massacres rougi.  
 Brebis par un loup dispersées,  
 Agneaux tremblants fuyant la morsure  
 De la bête mauvaise,  
 Ils sont venus à vous . . .  
 Vous fûtes le bon berger, dont le geste  
 doux  
 Et paternel apaise  
 Et rassure.  
 Vos femmes ont pressé nos petits sur leur  
 sein,  
 Leurs baisers ont séché les larmes qui  
 coulaient,  
 Leurs mains  
 Tendres ont relevé les fronts qui se  
 courbaient. . . .  
 Vos femmes à nos femmes ont tendu les  
 bras.  
 Anglais ! Amis anglais ! Nous ne l'ou-  
 blierons pas.  
 Nous, les hommes,  
 Nous sommes  
 Venus chercher chez vous la liberté  
 De penser, de crier et de maudire,  
 De proclamer nos haines et nos amitiés,  
 Nos ferveurs et nos ires.  
 Grâce à vous, nous ignorons  
 L'insulte qui, comme un soufflet, brûle la  
 joue,  
 Et le geste brutal, qui cloue  
 La parole dans les poumons.  
 C'est à vous que nous devons,  
 Poètes, de chanter, lorsque les voix se  
 taisaient  
 Chez nous, lorsque la sujétion amère

Et la ténèbre dure pèsent  
 Lourd aux cerveaux de nos frères,  
 Là-bas !  
 Anglais ! Amis anglais ! Nous ne l'ou-  
 blierons pas.  
 Aux côtés des nôtres,  
 Aux côtés de nos gas, des fils de notre  
 sang,  
 Les vôtres,  
 Les blonds 'Tommies' se battent dans  
 les champs flamands.  
 Sur la plaine où les canons beuglent,  
 Ils vont, dirigés par le remous inégal  
 De la lutte aveugle  
 Et consciencieuse. Cœurs unis dans l'idéal  
 D'un grand dessein, âmes confondues,  
 Paumes jointes, vos 'boys' et nos garçons,  
 Les uns comme les autres, sont  
 Les héroïques Semeurs  
 De ce grain précieux d'où germeront les  
 fleurs  
 Splendides de la noble victoire attendue.  
 Et, si l'archange noir d'un grand coup de  
 son aile  
 Impitoyable, touche  
 Au front, ces braves, c'est la terre  
 maternelle  
 D'où nous sommes sortis  
 Qui s'ouvrira pour eux, qui scellera leur  
 bouche  
 Et, pieuse, clora leurs yeux appesantis.  
 Un même gazon vert, demain, recouvrira  
 Les tuniques 'khaki' les capotes 'marine'  
 Et la brise de notre pays bercera  
 De la même berceuse câline  
 Et révérente, nos soldats . . .  
 Vos soldats. . . .  
 Anglais ! Amis anglais ! Nous ne l'ou-  
 blierons pas.

ROBERT DE SMET.

\* This poem is taken from *Swords and Ploughshares*, published by Sidgwick and Jackson.



## GERMAN AFTER THE WAR.

MAY I be allowed to offer a few remarks on the short note of my distinguished colleague Professor C. H. Herford which appeared in the December number of MODERN LANGUAGE TEACHING in connection with M. Mieille's article 'L'Allemand après la Guerre.' If I understand Professor Herford rightly he wishes to convey the impression that the remarkable series of monographs on modern English literature due to MM. Beljame, Angellier, Feuillerat, Legouis, Cazamian, Huchon, Berger (I quote his own list), and others, owe their excellence not less to the power of German example than to the genius of France. Such a suggestion ought not to go without a word of protest; and if unchallenged may cause further mischief in the minds of those who do not understand Professor Herford's intentions, and who are only too prone to think (like Mr. Richards) that scholarly work in any domain is the exclusive preserve of the Germans.

The development within the present generation of the study of English in the French Universities is due in the first instance to M. Beljame, who, brought up in England as he had been, and possessed of a thorough command of the English language, was determined that the study of English should in no wise be sacrificed to that of German, which had come into prominence after the war of 1870. He and his friends succeeded in inducing the educational authorities to create University examinations in English, notably the 'licence d'anglais,' for the preparation of capable teachers of English; and he himself as a teacher in the Sorbonne was instrumental, chiefly on account of his infectious enthusiasm for a language and a people he loved so well, in forming a band of equally enthusiastic and well-equipped professors of English. His written work had less far-reaching results,

in spite of his meritorious thesis on *Le Public et les Hommes de Lettres en Angleterre* (1881); and his most gifted pupils, out of no disrespect for their revered master, did not imitate his methods—which, it may be stated incidentally, could, for very good reasons, owe nothing to Germany. His most distinguished pupils are MM. Angellier and Legouis. It is manifest, I think, that M. Angellier's study on Burns is precisely the sort of book which the German workshop could not produce—a poetical romance in which the document becomes a living thing and disappears as such amid the wealth of psychological and artistic interpretation, for Angellier was something more than a critic or even a scholar. As for M. Legouis, he too is endowed with the gift of psychological and poetical insight, more delicate and subtle perhaps than that of M. Angellier though less profound, because he has not the same knowledge and experience of life. His thesis on Wordsworth is equally luminous and penetrating, somewhat more 'livresque' than Angellier's study on Burns, but yet also typically French, nay typically Norman. These may be called the initiators of the movement. Since then the number of French 'Anglistes' has gone on increasing with the number of University students who take up English as their principal foreign language. Of those mentioned by Professor Herford, MM. Castelain and Cazamian are pupils of M. Angellier; M. Huchon is a pupil of M. Legouis. All three have undergone the influence of their masters, more especially M. Huchon (he too is a Norman), who in his monograph on Crabbe has faithfully followed M. Legouis' methods, without showing the least trace of German procedure, any more than M. Castelain, or M. Cazamian who, since his thesis on *Le Roman social en Angleterre* (1904) has directed his attention more and more to

the study of social movements and has thus almost ceased to belong to the group of French 'Anglists.' M. Berger, the last on the list, started life as an elementary school teacher and is entirely self-taught, I believe. The only influence that seems to me to be clearly discernible in his book on Blake is that of Blake himself, which appears to have accentuated in him an inherent tendency to somewhat fuliginous metaphysics, so that a particular bent in M. Berger's mentality, which might be put down by the casual observer to German example, is really traceable to very different causes. I do not think it necessary to insist on the very remarkable qualities of M. Berger's work: they owe nothing to German thought. I have purposely left M. Feuillerat to the last, because of all the French scholars who have devoted themselves to the study of English literature he appears, at first sight, to lend some support to Professor Herford's proposition. But appearances are often illusory. His case again illustrates admirably the danger of hastily attributing to the example of German models mental habits derived from quite a different source. If M. Feuillerat's methods, in that he invariably provides us with the means of tracing back to its origin the information he imparts, are more 'scientific' than those of his French colleagues, this is due to the fact that his early training (he was originally intended for the École Polytechnique) was exclusively scientific in the strict sense of the term. I have his permission to state categorically that both his mind and method were formed long before he had ever opened a book of German criticism. A perusal of his exhaustive study on Lyly, a work of the highest importance, will show at a glance how characteristically Gallic are the qualities it displays. To sum up, it may, I think, be confidently asserted that the scholarly and brilliant series of studies on modern English literature (which de-

serve to be better known in this country than they are) produced within the last two or three decades by French University professors and other French scholars owe nothing to the example of Germany or to German methods. The typical French mind, which is more plastic and supple, will always react naturally, particularly in literary studies, against the German methods, which tend to cramp the full play of the higher intellectual faculties. Not only has Germany nothing in the same field comparable to the French achievement, but she has failed to produce anything of first-rate importance during recent years. This is due partly to the methods, almost exclusively historical, pursued in the German Universities in the teaching of literature, and partly, I believe, to the particular cast of the modern German mind which has tended to become more and more stereotyped within the last generation under the excessive cult of *Kultur*. I venture to think that Professor Herford, one of our most acute and penetrating literary critics, will agree with me on that point. He too, like his French confrères, with whom he appears to me to have many affinities, is a dealer in ideas rather than a marshaller of facts, a true representative of the higher type which I have in mind.

To pass from the particular to the general, it cannot be sufficiently insisted upon that the German preponderance in science and scholarship generally is due, speaking broadly, to *quantity* and not to *quality*. When one considers the huge array of Germany's researchers in all branches of knowledge, one is struck more by the magnitude of their output than by its superlative excellence, and by their commercial organization, backed up by an equally huge array of well-disciplined periodicals and a well thought out system of advertisement. Like the German military machine, the army of German *Forscher* is impressive by reason of its numbers and



its mass-formation rather than by the outstanding merits of its leaders. Even in the matter of quantity the part played by the other German-speaking countries should not be overlooked, not to speak of the numerous Scandinavian, Dutch, etc., scholars who, on account of the comparative inaccessibility of their native languages and the facilities offered by German periodicals, make use of the German language, and thus help to spread the fame and influence of Germany. As far as *quality* is concerned Britain and France need fear no comparison with Germany in the intellectual realm. Theirs is the creative and originaive genius. They can increase their output, and must improve their organization in the intellectual as well as in the industrial sphere, though I believe they will both refuse to go beyond a certain limit, lest in their quest for more *Kultur* they lose their *culture*—the prerogative of free and independent nations.

I do not of course mean to imply that every contribution to the common store of knowledge, whatever its origin, should not be welcomed with the gratitude it deserves; and if I may appear to have wandered somewhat far afield it is because I strongly deprecate the tendency, which in some quarters had become a veritable infatuation, to exalt the intellectual debt we owe to Germany as she was once, by ignoring or belittling the far greater intellectual debt we owe to our valiant Ally.

The specific point raised by Professor Herford suggests many other important problems, such for example as the methods employed in our own Universities in the teaching of foreign modern languages, but I fear I have already occupied too much of your valuable space.

L. E. KASTNER.

POSTSCRIPT.—The following list, which makes no claim to be exhaustive, will give some idea of what French scholars have done during

recent years in modern English literature alone: Stapfer (P.): *Laurence Sterne: Étude biographique et littéraire* (Paris, 1870). Boucher (P.): *William Cooper: Sa Correspondance et ses Poésies* (Paris, 1874). Jusserand (J.): *Le Théâtre en Angleterre, depuis la Conquête jusqu'aux Prédécesseurs de Shakspeare* (Lyon, 1877). Beljame (A.): *Le Public et les Hommes de Lettres en Angleterre au dix-huitième Siècle* (Paris, 1881). Jusserand (J.): *Le Roman anglais* (Paris, 1886). Angellier (A.): *Robert Burns: La Vie et les Œuvres* (Paris, 1893). Morel (L.): *James Thomson: Sa Vie et ses Œuvres* (Paris, 1895). Legouis (E.): *La Jeunesse de Wordsworth* (Paris, 1896). Bardoux (J.): *Le Mouvement idéaliste et social dans la Littérature anglaise au XIX<sup>e</sup> Siècle: John Ruskin* (Paris, 1900). Thomas (W.): *Le Poète Edward Young* (Paris, 1901). Cazamian (L.): *Le Roman social en Angleterre* (Paris, 1904). Cestre (C.): *La Révolution française et les Poètes anglais* (Paris, 1906). Aynard (J.): *La Vie d'un Poète: Coleridge* (Paris, 1907). Huchon (R.): *Un Poète réaliste anglais: George Crabbe* (Paris, 1906). Castelain (M.): *Ben Jonson: L'Homme et l'Œuvre* (Paris, 1907). Berger (P.): *William Blake: Mysticisme et Poésie* (Paris, 1909). Wolff (L.): *John Keats: Sa Vie et son Œuvre* (Paris, 1910). Koszul (A.): *La Jeunesse de Shelley* (Paris, 1910). Feuillerat (A.): *John Lyly: Contribution à l'Histoire de la Renaissance en Angleterre* (Cambridge, 1910).—L. E. K.

The worst of being seized with a sudden and intense dislike to anything or anybody is that it is apt to undermine our sense of humour for the time being. Of this I find a rather apt illustration in the letter from Dr. Rouse published in the February number.

Dr. Rouse, having been subjected to the influence of German for a considerable time, was led by a chain of lucky accidents, such as the happy thought of reading Homer through aloud (obviously, if we accept Dr. Rouse's account, an uncommon exercise among English scholars), to the discovery that where ignorance of German is bliss 'tis folly to be wise. To drive home the lesson of the supreme value of ignorance in certain cases, he assures us that a 'masterpiece of triumphant stupidity' (German, of

course) 'has bemused all England for a century.'

This reminds me of the sad fate that overtook the hero of an American rhyme, which, with due apologies for quoting anything so trivial, I venture on account of its appositeness to subscribe:

'There was a man who had a clock—  
His name was Andrew Mears—  
He wound it reg'lar every night  
For more than forty years;  
But when that blessed timepiece proved  
An eight-day clock to be,  
A madder man than Andrew Mears  
I never wish to see.'

Doubtless the innocent Andrew would have been better off if he had never kept a clock, and doubtless English classical

scholars would have been in better case if they had resisted the temptation to buy German dictionaries.

R. A. WILLIAMS.

#### FRENCH v. GERMAN PHILOLOGY.

I should like to correct a statement made by Mr. S. A. Richards on p. 226 of the December number, 1915, of your journal. M. Paul Meyer is a French philologist, not a German one; and had Mr. Richards linked his name with that of M. Gaston Paris, and added those of M. Bédier and one or two other well-known French philologists of recent years, the comparison he draws between French and German philologists would not be quite so unequal.

J. C.

*Birkbeck College.*

### ANNUAL MEETING: MODERN LANGUAGE ASSOCIATION

(Continued).

ON the second day the subject of discussion was METHODS OF TREATING A READING TEXT IN THE MIDDLE FORMS.

Mr. L. VON GLEHN (Perse School) read the first paper:

In discussing this subject I think it is very important to draw a sharp line of distinction between the two forms of reading which have been called *Extensive* and *Intensive*—both of which are essential parts of the Direct Method.

The former is the Rapid Reading which I hope and trust we are now all agreed should be done without continuous translation, any necessary explanations being given, *with rare exceptions*, in the foreign tongue.

The text thus read must be well within the pupil's powers of comprehension, so that while reading it they may feel in a measure the same *directness* of apprehension as when reading an English book. The enjoyment and the sense of increased power which this will give them is one of the best incentives to further effort. This means that *Extensive Reading* must essentially provide the material for that process in the learning of a language which consists in the *recognition* of familiar language forms rather than in their *reproduction* or in the *assimilation* of new ones, though of course the two latter processes, as I shall presently show, are not excluded. It also means that, apart from the question of intelligi-

bility, the choice of the text should depend mainly on considerations of *content*. And in this connection let me say in passing that it is a mistake to suppose that our pupils' interest will not be aroused by matter which, if written in English, would seem childish to them. Of course it is a question of degree—but I have always found that, especially in rapid reading, the pleasure of understanding is so important a factor in their enjoyment, that, provided the teacher plays up and does his or her part, the alleged difficulty of finding suitable texts for pupils of thirteen and fourteen does not exist. It is obvious that it is by this *extensive reading* that we initiate our pupils to the joys of private reading, and that when one has demonstrated to them their power of understanding simple fairy tales and children's story-books, one can leave that branch of reading to them, and choose for class-reading texts which will give them information on the foreign nation's history, institutions, life and ways—the *extensive reading* in class thus keeping as it were one stage ahead of the voluntary home-reading which should always be encouraged. Where this home-reading is difficult to obtain, it may be found possible to arrange that portions of the text used for extensive reading shall be read privately in the interval between two class-reading lessons. In the advanced stage this rapid reading in class and, when possible, also at home, becomes the main work of the



non-modern-language specialists, who, besides being introduced to French authorities on their special subjects can thus acquire a knowledge of a great many of the masterpieces of French literature and sometimes a genuine appreciation of French prose and even verse, which remains a permanent interest to enrich their lives. It is this Rapid Reading which can provide in the intermediate and advanced stages that supplementary reading of illustrative historical texts which was recommended yesterday in the discussion on the co-ordination of History and Modern Languages.

The *intensive reading*, on the other hand, provides the linguistic study proper, in specially composed or selected and carefully graduated texts, which provide the material for the two processes that are not catered for in the *extensive reading*—viz., those of *assimilation* and *reproduction*.

It forms thus the centre of instruction—marking the systematic line of advance in what has been called the 'active' knowledge of the language—as opposed to the 'passive' knowledge which consists in merely *understanding*—and comprises every language 'content' that is studied and assimilated in *detail* (from the point of view both of *vocabulary* and *grammar*) for purposes of *reproduction*—in the first place *exact reproduction*, and in the second more or less *free reproduction* (in all its varying forms).

As the pupils' command of the language increases, and more particularly in the advanced stage, where the gap between the *active* and *passive* knowledge grows necessarily wider, this *intensive reading* approximates more and more to what the French call *LECTURE EXPLIQUÉE*, a name with which we can hardly dignify the *Intensive Reading* of the Intermediate stage, though of course the germs of this treatment are present in the careful study of any text, from the point of view of the adjustment of verbal expression to the author's conception.

On the other hand, the instrument of *Reproduction* as a means of cultivating *self-expression* gradually gives place to *free composition*, based perhaps on a *LECTURE EXPLIQUÉE*, but no longer aiming, as in the case of *Reproduction*, at actually reproducing the linguistic content of the text. Such free composition exercises might consist in an *imitation* of the passage studied, the subject being given in outline or being invented by the pupils, a prose paraphrase of a poem, a study of the characters of a play or other work that has been discussed in class, and so on.

But to return to the Reading text. It is obvious that it is in the Intermediate stage—say in the third, fourth, and fifth year of French,

supposing the pupil to begin French at the age of ten—that this differentiation between *Extensive* and *Intensive Reading* will begin to be important, for it is then that we must aim at launching our pupils into the free exercise of his newly acquired power of *understanding*—as distinct from his power of *using* the language, over the exercise of which we must still retain careful and strict control. The differentiation does not always necessarily imply separate texts, but it certainly implies the exclusion of certain texts from *Intensive Reading*—authors, such as Dumas, for example, whose style we do not wish our pupils to imitate—and it will certainly be found more convenient to have separate texts in the Intermediate stage, where gradation and variety are all-important for the *Intensive Reading*.

The passage I have selected for illustrative treatment is one which lends itself to either form of reading—as indeed does the text from which it is drawn—*Trois Semaines en France* by my colleague Monsieur Chouville (published by the Oxford Press), a work as excellent in its style as it is varied and instructive in its content.

And as the *intensive form of reading*, followed by *reproduction*, is probably the one that has been most frequently expounded and illustrated, I will confine myself to the treatment of this passage as material for *extensive reading*, merely indicating here and there modifications that *intensive* treatment would entail.

Let us suppose then that I am using this book as a rapid reader with pupils in their fifth year of French, and that I am going to make them read this chapter (the sixth) with or without previous preparation—whether with or without would depend on the extent of their vocabulary and their power of using a unilingual dictionary—the use of a bilingual one at this stage is simply tempting Providence.

If the passage is unprepared, am I to read each section first myself and only have it read by a pupil after doubtful points have been explained, or let the pupils read right away *à livre ouvert*? I think the latter method should be the usual one, for this Rapid Reading is to serve as an introduction to private reading. But the teacher should from time to time read himself, both to give a specimen of good reading and to help the class over the more intricate sentences, where correct intonation will materially assist them in receiving a clear first impression.

From this point Mr. Von Glehn took his audience through the chapter, stopping often by the way—too often as some thought—to give typical examples of the explanation in French of single words, word-groups and sentences. He

went rather too far perhaps in the detailed analysis of a sentence like the following: *Nous partîmes, par un ciel si bleu que l'Italie ne doit pas en avoir de plus bleu.* For he was not content with the mere statement of the meaning, which he supposed might be obtained from some of the pupils—viz., *par un ciel aussi bleu que le ciel de l'Italie*; but insisted on analyzing the force of the verb *doit*. This we imagine would be more appropriate in intensive treatment. Indeed, perhaps this was Mr. Von Glehn's intention, for the line of distinction between the two kinds of treatment was not very clearly drawn. Mr. Von Glehn showed how he would connect the story about Duguesclin with the pupil's previous knowledge of the Hundred Years' War, extracting from them as far as possible its main divisions, causes and characteristics, and pointing out the value of the story as an illustration of the code of honour of mediæval chivalry. Finally, he closed his remarks by briefly indicating the importance of summarizing the content of each portion of text read, before proceeding to the next.

Miss HARGRAVES (St. Olave's School for Girls) followed:

The school where I teach is largely composed of girls with little or no inherited culture, and the conditions under which they have to work and live are not such as to produce keen or quick intelligence; also they have but a limited knowledge of their own tongue—a great drawback to the teacher of a foreign language and one to be taken into consideration when it comes to a question of method. In such a school there is sure to be a full time-table—there are so many things the girls must learn. And it requires a great deal of personal effort from all their teachers to enable them to pass examinations at the same age as girls more favoured by their surroundings.

When I began to teach there, some twelve years ago, the direct method was used almost entirely—and to a certain extent it was very successful. The girls had a good accent and some facility in speech, though naturally it was limited. But what they did know, they knew well. In the Middle School most grammar lessons, all free compositions and conversation were based on the reading texts, which were not translated. I found it very hard work and never felt quite happy over it. I had been teaching more or less in the same way in Wales, where the children were specially gifted linguistically and my path had been easy. But in Southwark, except for a few of the best girls who went ahead rapidly, I felt that some modification of the system would

perhaps be better. Even then, I often had recourse to a little translation, for I found that although I failed to discover it through my most cunningly devised questions, the meaning of a sentence was frequently misunderstood. No doubt many of you have found the same thing. Also I had to go very, very slowly unless there was to be inaccuracy in written work, and inaccuracy I will not tolerate. Unless one is careful on that point nearly all the disciplinary value of language teaching seems to go. My colleagues and I felt at every turn that we were going too slowly and that these particular girls would do better if they had a solid background of grammar and verbs to rely upon. It would probably save much trouble in the Upper School, for the great majority of them failed to make use of the knowledge they really did possess the minute they were asked to translate an easy piece of English; also they were 'floored' by unseens—presumably from the lack of practice in disconnected texts. But the most serious drawback, I think, was the insufficient number of French books that a girl had read during her school career, and on the advice of a kindly inspector, and to my own relief, it was agreed to make some changes.

It was decided to continue to teach by the direct method for the two first years, and after that to begin systematic teaching of grammar and verbs, and to have two reading texts—an easy one for rapid reading, to be used on direct method lines, and another, more difficult, to be used for translation, the girls to prepare a certain amount at home and learn their vocabulary in the old-fashioned way. And here I made a discovery, and that was how small a percentage of the girls in the Middle School had any idea of translating into idiomatic, or even into correct, English. They would persist in saying such things as: When she left the house of her father. . . . He saw there some thieves. . . . It is necessary that you should go. . . . and so on. Thus each year I find that I have to teach them how to set about it, and to talk to them about the choice of words and other similar things, but, by dint of being adamant on the subject of leaving no blanks (when they do written upseens), and by explaining to them that foreigners do not write nonsense any more than Englishmen, they are beginning to take a pride in their translations and to try to be logical and to express themselves well, and even though they may make mistranslations at times, the result is generally *sense*. I fear I am unduly proud of this—but it has taken a great deal of achieving, so I may perhaps be pardoned.

But just when I felt that we were at last on the



right lines, and better results were beginning to appear in the Upper School, it was decided to introduce Latin into the curriculum. This meant a curtailment of the time allowed for French. One lesson a week had to go after the first three years. If we were ever to get any girls through the Matriculation or Senior Oxford Examinations it was evident that there must be some modification of the method. And to add to our difficulties Matriculation had to be taken a year earlier to give the girls a chance of gaining a L.C.C. Intermediate Scholarship. We therefore reduced the time spent on phonetics in the first year and so got through more lessons in our First French Book Course, and by this means found time to learn verbs by heart in the second year. I am sure it is a saving of time to learn verbs as one learns one's multiplication table, and the children love being able to use them afterwards and test their knowledge in applied grammar exercises. Then we agreed to hurry over the end of the First French Book, so as to have time for the rapid reading of an easy text at the end of the second year. I generally choose a simplified rendering of Perrault's *Contes de fées*. Children like old friends with new faces, and their knowledge of the story much simplifies my task. They generally grasp most of the meaning of the easiest tales. I have not time to give many questions and answers on the text—I only do it occasionally just to test them, or if I see a puzzled expression on anyone's countenance. I never hesitate, either, to demand a translation of any passage which seems to be a little difficult. At the end of each lesson of this kind one or two girls relate in French, as shortly as possible, what we have read that day.

In the third year we do more learning of verbs and as much grammar as ever we can. I give them numberless applied grammar exercises. By writing them they learn accuracy, and it is a link with the direct method system when they are done orally. And all unconsciously the girls are acquiring expressions which will be very useful to them in their free compositions. I do not give many compositions at this stage—there is not the time, and also I think the children profit more by waiting until they have a better grasp of grammar. Rapid reading now has to go—there is no time for it anywhere—but I have found lately that by spending a long time over the beginnings of the translation system, and getting them to work very hard and be very keen on how they do it, that I can spare time for occasional lessons on purely direct method lines. In fact in my best divisions both in the Junior School year and the Matriculation year the teaching can be to

a great extent direct method. This is, I think, due to the intensive grammar teaching and the great amount of translation done in the third year. With the slower girls, however, I have to forgo oral work and concentrate on the written. But once they cease to be muddled in their written they improve rapidly orally.

Please do not think that I am yet contented. The oral results are good, I am told, but they do not seem to me as good as they used to be, on the other hand, the written work is much better—but it is, nevertheless, only of a fair standard, and I am still hoping to find a way to improve this. I should like to mention what to me is a significant fact, that the girls who gain distinctions in French in their examinations are always those who are particularly good in their English work.

And in all this paper I have not once referred to the text you have before you. There are, of course, no different ways of translation, and this is why I was so very loath to speak. I am afraid I have said nothing exactly to the point, and I must crave your forgiveness. I chose a passage before I had decided what to say to you, and also because I was expected to choose one.

Such a piece of French I should probably use in the third year for an unseen or for one of those direct method lessons we have occasionally. I do not think the children would have very much difficulty in understanding it. The word 'large' would probably be misunderstood at first. A little explanation should be given, and by means of questions it could easily be found out whether it had been understood. Then somebody or other would be sure to make inquiries about the subjunctive in 'qu'il se fût appelé la mer,' and I should welcome that opportunity of explaining its use after *vouloir* and kindred verbs. They would probably guess 'longeait,' but it is unlikely that they would be right about 'jones' and 'saules.' I should draw their attention to the use of the word 'fleuve' instead of 'rivière,' and to the construction 'on avait allumé,' and to the spelling of 'Lyon.' Then I should go back and ask them to account for the tenses; after which I should either take some of the verbs and demand other persons and other tenses or get a girl to read the whole passage in the present tense, or in the same tenses as in the text, but using the third person instead of the first, and so on. If time allowed, I should then have a little exercise on word-formation; they enjoy doing this, just as they enjoy making up sentences using the words they have supplied. But as these and many other devices are familiar to all of us, I will not take up any more of your time.

Before I sit down, however, I should just like

to sum up my conclusions. Much as I value the direct method, I think it should not be followed slavishly. With clever girls and a large amount of time it is splendid, but with a shortage of time and pupils who find difficulties with language—even their own—I think its use is best confined to the lower and upper forms. I would lay great stress on the usefulness of the old methods in the middle forms.

Mr. RIPPMAHN said he felt uncertain about work in the middle forms. The passage chosen by Mr. Von Glehn for extensive reading was rather surprising, and was not quite suitable for rapid reading. Such texts should have few historical allusions or difficulties. Miss Hargraves' difficulty was a real one. He was acquainted, as an Inspector, with the remarkable work that was being done at St. Olave's in spite of difficulties. He was convinced that there were a large number of boys and girls in our secondary schools who ought not to be learning a foreign language, and who should be doing more English and other things. The needs of the non-linguistic child required serious consideration.

Mr. ATKINSON, who was commanded by the Chairman to speak, could not give any actual experience, but emphasized the importance of grammar and the use of easier texts for extensive reading.

Miss WRIGHT entered a plea for the weaker children. She thought that for many pupils we were working on entirely wrong lines. We could not eliminate, unless we changed our system of education; we wanted less grammar and

translation and more oral work for the weaker members of our classes. Simple texts and dramatic work were suitable in their case.

Mr. CROFTS (Royal Masonic School, Bushey) agreed with Miss Hargraves, and advocated the oral method for the first two years and more old-fashioned methods afterwards. He thought Mr. Von Glehn had made a good deal out of nothing. He would have no hesitation in translating such idioms as *faire le tour*. The passage was not suitable for extensive reading. It occupied too much time. He would like to emphasize the importance of literature.

Miss ALTHAUS asked whether it was right to assume that the direct method did not teach grammar. She had not found that pupils could make use of grammar that had been learnt by the old method.

Mr. RICHARDS (Hackney Downs School) thanked Miss Hargraves for her remarks about method. We should not be too slavish. Experience and circumstances had compelled him to give up practices that were ideal. More literature was desirable. Mr. Von Glehn's method was slow. His own plan was to begin by translating, and then treat the text on direct method lines. If you do not translate the text must be too easy and simple to be interesting.

Mr. VON GLEHN, in reply, said that it was time we recognized that the direct method was a principle rather than a method. He explained that his method was on the basis of a five years' course and that the pupils were fourteen years of age.

## FROM HERE AND THERE.

[*The Modern Language Association does not endorse officially the comments or opinions expressed in this column.*]

### THE FUTURE OF GERMAN.

WE regret that the opening words of a paragraph in this column last month have been misunderstood. When we said that the 'Head-Masters' Association had rushed in where the Modern Language Association had feared to tread,' we merely wished to say that the former had publicly discussed the question of German while the latter had not. The opinion of the Executive may be gathered from the minutes published in the December number of 1914 and here reproduced:

The uncertainty felt in some quarters about the future of German as a school subject is reflected in the following letter, which was considered by the Executive Committee at its last meeting:

### CENTRAL EDUCATION COMMITTEE OF THE SOCIETY OF FRIENDS.

'DEAR SIR,—I should be much obliged if you would let me know your opinion with regard to the introduction of Spanish as a school subject in lieu of German. It appears that there will be much less demand for a knowledge of German in future, whether for business purposes or for the necessities of travel; and, on the other hand, I understand that there is considerable development of the need for Spanish in connection with South American trade.

'C. E. STANSFIELD,  
'Secretary.'

The Hon. Secretary said that he had already replied provisionally to the effect that while it



was undoubtedly very desirable that a good deal of Spanish should be taught in Secondary Schools especially in commercial towns in which much business with Spanish-speaking South American countries is done, there was, at the same time, no reason to suppose that the need for a knowledge of German for business and other practical purposes would be diminished, and that the value of that language as an element in a liberal education would certainly remain the same as heretofore.

The answer was approved by the Committee.

★ ★ ★

#### LONDON.

At the distribution of prizes to the students of the CITY OF LONDON COLLEGE, the Principal (Mr. Sidney Humphries) said that the College had suffered through the war. Some 454 members had been enrolled during the session, a decrease of 145 compared with 1912-13, and there were 1,129 students in the evening classes, a decrease of 31.5 per cent. There had been a large influx of students for Russian, which had been met by the establishment of three new classes, the number attending being 151. The French classes had remained normal, while the entries to the German classes had decreased 70 per cent. That decrease, though understandable, showed some want of foresight, and ought not to be encouraged. The German language would be necessary in business after the war, and unless our people were able to use it Germans must again be employed.

Sir Edward Clarke, speaking later, said that he shared the Principal's regret at the falling off in the German classes. It was an entire mistake to suppose that when this unhappy war was over we should be able to set up an economic severance between ourselves and the great German people. There must always be commercial intercourse between us, and those who were trying to emphasize the differences and the separation which unhappily existed would be laying the foundation of future hostilities and future mischief instead of doing something to serve the country. For a long time we should not have the Germans over here taking part in our work. It was most important to increase the number of those young Englishmen who were studying German in order that they might help the country to a full share of the commerce of the world in the future. He hoped to see an increase in the number of those attending the German classes.

★ ★ ★

OXFORD.—Queen's College. J. G. Hall, King Edward VII. School, Sheffield, has been elected

to a Hasting's Exhibition for Modern History, Languages, and Literature.

★ ★ ★

CAMBRIDGE.—The following awards in Modern Languages are announced: Gonville and Caius College, A. Wilson, Manchester Grammar School, £60. St. John's College, C. F. Johnson, Felstead School, £40. Emmanuel College — County Secondary School, Holloway, £30. Christ's College, an exhibition of £30 to L. H. Perraton, Tottenham Grammar School.

★ ★ ★

We notice with regret the death of Private H. Rieu, 16th Battalion Middlesex Regiment (Public Schools), on January 29. Mr. Rieu was educated at Dulwich and Caius College, Cambridge (Modern Language Tripos, 1900). After some experience at Chigwell he came to Merchant Taylors' School in 1903, and to Merchant Taylors' School he devoted his energy and affection till he enlisted in September, 1914. He coached the actors in the French play; he gave much time to the younger boys' football; he was Secretary of the Choral Society. Filled with a living sense of the value of education and of the Public School spirit, he concentrated his interest on the effort to give boys individually and collectively, in school and out, the best of his mind and heart.

He is the third of the Modern Language Staff at Merchant Taylors' to fall on active service.

★ ★ ★

#### STUART MERRILL.

In the *Athenæum* of December 18, 1915, there is an obituary notice of Stuart Merrill, the American, who, coming to Paris as a child, was educated there and became a French poet of note. Mr. Davray, the writer of the notice, tells how Merrill returned to his native country to study law, but feeling himself an exile there, soon returned to Paris. During his two years' sojourn in New York, he attempted by means of translations to familiarize Americans with the French authors he admired. In that time he did his best to re-naturalize himself, but he suffered too much 'from the vulgar materialism of his fellow-countrymen . . . he was never tired of repeating that material prosperity, which had no compensation in the disinterested love of beauty, is fatal to a nation and provokes its decadence.'

Speaking 'of his works Mr. Davray says that Merrill's doctrine was that 'Life should unfold all with the same compassion, the same generosity, but its effect is foiled by hate. The misfortune of humanity lies in not accepting the primordial brotherhood which Nature has implanted in the hearts of men . . . but even in his message of peace and the brotherhood of the world we see as it were a foreshadowing of the war. This perpetual agony of armies bent on murder and massacre recurs in the poems of Stuart Merrill, and contributes largely to their singular beauty.'



#### ON ACTIVE SERVICE.

Mr. W. T. Young, Lecturer at Goldsmiths' College, London, is Second-Lieutenant in the Northumbrian North Riding R.G.A.

Mr. T. B. Wheeler, County School for Boys, Dover, has taken up service with the Y.M.C.A., and has gone to Malta.

The name of Mr. H. H. Watson was inadvertently omitted from the list of those on Active Service.



CORRIGENDUM.—D. Harrault, Military Academy, Woolwich, whose name is on the list of Members on Active Service, is interned.



#### SPANISH IN SCOTTISH SCHOOLS.

[From the *Morning Post*, January 28.]

Two facts (writes a correspondent) have already appealed to the imagination of the race whose traders have carried British traders along so many new roads. The first is that South America, with its Spanish-speaking population, has rapidly become one of the most important markets in the world, and owing to its enormous resources and immunity from European upheavals will certainly be one of the battlefields where the great after-war commercial struggle to capture German trade will be fought out. The second is the lesson we have had reason to learn from the enemy, that the merchant who can speak the language of his customers has an immediate advantage over his rivals who cannot. The Scottish Education Department, with admirable foresight, has encouraged the teaching of Spanish, while leaving the organization of the classes and any arrangements for securing the extension of the study of the language to the primary consideration of the local education authorities. Instruction in Spanish is given in certain secondary schools, in some of the continuation classes for pupils who are free from the obligation to attend a day school, and at the Glasgow and West of Scotland

Commercial College in Scotland. Candidates were presented for examination in Spanish at the leaving certificates examination held by the Department in 1915.



#### MODERN HISTORY AND MODERN LANGUAGES.

Professor Hearnshaw has kindly supplied the following list of books to which he referred at the annual meeting:

##### I. FRENCH.

1. Roche, Antonin : *Histoire d'Angleterre*. Paris : Delagrave. 2 vols. Fr. 6.
2. Raffy, M. C. : *Lectures d'Histoire Moderne*. Paris : Durand.
3. Raffy, M. C. : *Lectures d'Histoire de France*. Paris : Durand.
4. Kirkman and Pécontat : *Récits d'Histoire de France*. A. and C. Black. 3d. per vol.

##### II. GERMAN.

1. Kübeck, B. von : *Handbuch der Englischen Geschichte*. Vienna : Hartleben.
2. 'Miniatür-Bibliothek' : *Englische Geschichte*. Leipzig : Paul. Pf. 30.
3. Gesler, L. : *Englische Geschichte*. Leipzig : Göschen. Pf. 80.
4. Langhans : *Historical German Reader*. Swan Sonnenschein.



Mr. W. F. Allen has kindly presented the following slides to the Loan Collection :

(F.R.P.) Six généraux de Napoléon I.

Une cuisasse de Waterloo.

Le banc et le fauteuil de Napoléon à Sainte-Hélène.



In its January number *La Revue de l'Enseignement des Langues vivantes* gives a long résumé of Monsieur Mieille's article in our October number, and remarks : 'Nous avons le droit de faire remarquer que nous n'avons trouvé aucune trace, dans sa discussion, de la raison principale pour laquelle on a enseigné l'allemand en France : apprendre la langue pour connaître son ennemi et mieux le vaincre. Il est probable que cette grosse objection n'a pas retenu l'attention de l'auteur, parceque, dans son esprit, l'écrasement de l'Allemagne sera tellement complet qu'aucun retour offensif de sa part ne pourra se produire.'



The *School World* (March) gives a paper read before the Association of Headmistresses, in which the author, Miss Lowe, deals with the relative importance of various modern languages,



and in which appear some arguments which seem novel. In her opinion French is *facile princeps* from the educational point of view, and although it is more widely studied, yet it is rarely studied seriously. It is still largely held to be a mere accomplishment and of only secondary importance. German, Miss Lowe asserts, should be studied because, being akin to our own, it strengthens qualities we already possess, and because, if we refuse to study it, we 'postpone the lasting peace based on the federation of nations.' She admits that Russian fulfils nearly all the combined advantages of French and German, but considers it too difficult. This difficulty we believe to be greatly exaggerated.



The March number of the *Review of Reviews* (now considerably enlarged and published at 1s.) is a notable one. Besides its usual features it has an article by Dr. Sarolea on 'The Soul of Russia,' and another by Colonel Holdich on 'Mesopotamia,' both of which are highly interesting and illuminating. In 'The Need for Vision' the writer, Mr. Alfred Stead, argues 'that there is a great danger that we are becoming too sane, and that we need an inspired madman.' The cartoons, including those from enemy sources, are particularly noteworthy.



The following extracts are taken from a recent article in the *Guardian*, entitled 'Modern Language and the New Era':

But the time for theorizing is past, and it is necessary to speak plainly upon the need for immediate change in the regard paid in our schools to modern languages.

Our boys and girls are trained to pass a series of examinations of high-sounding names, but the great majority of them seem to acquire no real knowledge of the subjects in which they are certified to have passed. Years are devoted to the study of the classics, but there are few who can read a page of Greek or Latin with ease or pleasure. Their acquaintance even with the language and literature of their native land is conspicuously imperfect. With the modern languages, especially French and German, to which many hours a week are generally devoted, the results are equally poor. Some few can read in these tongues; fewer can write correctly in them; and those who can speak them are a negligible minority. Clearly there is a strong case for searching inquiry into the causes of this lamentable failure, and for a demand, first, that the

teaching of a subject shall involve the acquisition of a real knowledge of it by the taught, and secondly, that when a Board of Examiners certifies that a student has passed an examination in a given subject the 'passee' shall really have mastered that subject. In modern languages knowledge should imply that students can read, write and speak them with reasonable fluency and correctness.

With the widening of our national activities and interests it is probable that the need for a mastery of languages, great as it now is, will be greatly enhanced. That a good working acquaintance with French will be of the first importance needs no demonstration—the ties which bind us to France and the French must be maintained and extended at all costs. Next in value from this point of view comes Spanish, all but universally spoken upon the Continent of South America, the future battle-ground of English and German competition, where we start with local popularity in our favour. Russian and Italian, too, should not be neglected; the natural riches of Russia and its potentialities for profitable commerce are illimitable, and we shall be unwise indeed if we permit our defective system of education to disqualify our young men from grasping at the rich opportunity offered by a friendly ally. Neither Spanish nor Italian are difficult of acquisition as languages go. Further, we shall be ill-advised if we cast German aside altogether because we do not love the Germans, nor they us.

We do not plead that all these languages shall be taught to every pupil, but merely that every pupil shall learn one or more of them in a practical way. We repeat that the hours devoted to modern languages in most schools are really wasted. Foreign girls coming to one of our large girls' schools will spend the first term or two in acquiring English, and the remainder of their stay in beating the English girls on their own ground. Cannot our children do something to emulate them? We are not as a nation lacking in intelligence, but our schools are tied and bound by conventions and traditions which make the serious worker a target for public scorn and award popularity and distinction to the athlete. The war has already done something to shake this attitude; let us see that it is not allowed to revive when the war is over. For there awaits us a struggle hardly less grim and far-reaching than the war itself, and the future of our country depends upon the fashion in which we wage it.



## CORRESPONDENCE.

[The opinions expressed in this column are those of individual contributors, for which the Association takes no responsibility.]

## GERMAN.

I observe in the current number of MODERN LANGUAGE TEACHING a note which states that 'the Head Masters' Association has boldly rushed in where the Modern Language Association has feared to tread,' followed by a reference to my speech introducing a motion upon the inexpediency of abolishing the teaching of German, which motion was carried *nem. con.* As I am a member of both Associations, and one of your oldest members, I suppose I may view your classification of these two Associations with an equal eye. But in my opinion the action of the Modern Language Association is by no means so angelic\* as you suppose. This is precisely one of the questions which the Modern Language Association ought to have discussed long ago, and on which it should be prepared to give a definite lead to its members.

You further say 'my main point seems to have been that if German was a proper study before the war, it must be so still—which, we may remark, begs the question and proves nothing.' I observe that the current number of the *Journal of Education* states that this argument 'puts the matter in a nutshell.' For your benefit, I may

say that my arguments were divided under heads Education, Commercial, and Political, and that the argument to which you object was used in the educational sense alone. It is so well developed by other contributors to your current number, notably by Mr. Allison Peers, that I need not now enlarge upon it.

There is one further point that should be considered—the fact that a more widely-spread knowledge of German might have led the country to a juster apprehension of its danger before the war broke out, and to a better preparation for defence. Compared with the numbers who learn French in this country, those who learn German are so few as almost to be in the position of specialists. We shall require to know what Germany is doing and thinking when this war is over, and for that reason alone it will be a wise precaution to continue the teaching of German.

I cannot help thinking that if your note writer had read the various articles which have appeared in your pages upon this question, his uncomplimentary\* reference to the Headmasters' Association might have been suppressed.

H. J. CHAYTOR.

The College, Plymouth.

## REVIEWS.

[The Association does not make itself officially responsible for the opinions of reviewers.]

*A Reform First German Book.* By J. STUART WALTERS. Part I. The Course; 78 pp. Part II. Short Stories; 10 pp. Part III. Accidence; 44 pp. Mills and Boon.

Dr. Walters claims for this book that it is 'live,' that it treats of actualities. Its vocabulary certainly is one of everyday life, though in that it is by no means original. But the work has been done thoroughly and thoughtfully, much ingenuity being shown in introducing the author's points.

In accordance with the view popular just now, the book is a compromise: English is used but little in the text; freely, however, in the grammatical section at the end; and a German-English vocabulary is provided. A point has been made of the use of words similar in the two languages; much stress is laid on Grimm's law, and each chapter contains an exercise in phonetics.

The pictures used are the well-known Hölzel series, with a restriction in the nature vocabulary by omitting Spring and Autumn. These pictures, coloured, are provided in a detachable form, but the author wisely recommends the use of wall-pictures whenever possible. The grammatical section is worked through in connection with each chapter, but the special point does not appear to be based on the particular chapter. The verbs are taught with each chapter in the form of *Sprechübungen*.

It would be well if all authors of modern language courses were to state the type of school they have in mind, the age of the pupils, and the amount of time to be devoted weekly to the subject. In very many schools it would be quite impossible to work through this course in a year. Dr. Walters is a believer in memorizing, but does not make it clear how much he would require. Difficulties are attacked, or, rather, introduced, at once; for example, in the first exercises datives are used; in the second a com-

\* Nothing complimentary or uncomplimentary was intended to either Association. See note in 'From Here and There.'—Ed.



pound verb; in the fifth dependent sentences. The treatment of Grimm's Law is somewhat overdone, some of the exercises being consequently a mere collection of sentences. A similar criticism applies to the exercise on proverbs. The poems used for the *Aussprachübung* are below the standard of the pupil for which the book is apparently intended. The vocabulary is long, comprising over 2,000 words. In this it would be well to print the definite article before every noun, rather than indicate the gender by *m., f., n.*

The book is well printed on good paper, and is strongly bound, while the setting out in the grammatical section is clear.

*Modern German Course.* First Part. By A. G. HALTENHOFF. The Course, 103 pp.; Appendix: Verbs and Prepositions, 12 pp.; Poetry, 8 pp. Hachette and Co.

This course is obviously not intended for ordinary school use. It is difficult to deduce the author's plan from the book. Each lesson contains a reading, questions thereupon, a German and an English paragraph for translation, and some grammar. The grammar is not systematized, so that the absence of classified grammar at the end of the book is the more regrettable. The first lesson introduces in its grammar section the agreement of the adjective after *der* and *ein*, and the rule for the case after the *in* group of prepositions; the second introduces separable and inseparable verbs, and the third passive perfects. The vocabulary is extensive, one might almost say excessive. Frequently a dozen compounds of a verb are given in one vocabulary. These points are made merely to establish the truth of the initial criticism. The book is full of good things, and would be invaluable to older students who are prepared to give much time and who desire to acquire quickly facility in writing compositions. An index or an alphabetical vocabulary would have been of great assistance.

*Handbooks in the Art of Teaching.* I. *The Teaching of English*, by ARNOLD SMITH. Pp. 184; price 2s. II. *The Teaching of Modern Foreign Languages by the Organized Method*, by H. O'GRADY; IV. *The Teaching of Latin*, by F. R. DALE; V. *Montessori Examined*, by W. H. KILPATRICK; VI. *Class-Room Phonetics*, by H. O'GRADY. Price 1s. each. Constable.

We have no doubt these neatly printed and bound (we had almost said elegant) manuals will supply a decided want. It is convenient to have each subject treated in a separate volume of moderate size. Their value is further enhanced by the fact that the authors are up-to-date experts in their subjects. Mr. Smith's treatment of the study of English is particularly good and suggestive. He shows how and why this study

is different from the other subjects of the curriculum, and points out the pernicious effect of the usual examinations in English. The whole manual will repay careful study by all teachers of English. The title of No. II., Mr. O'Grady's manual on *The Teaching of Modern Foreign Languages*, is noteworthy. The author discards the term 'Direct,' and uses 'Organized' instead. There is no doubt that the term 'Direct' has been much abused, and any teaching which used a 'questionnaire' or conversation dubbed itself as such without any adequate reason. The result has been that there has set in a reaction against the method, and several 'courses' have been published styling themselves as the 'Middle Method.' Anyhow, the advice given by Mr. O'Grady is sound. The chapter on the Reading Book is worthy of close attention. The chapters of *Class-Room Phonetics* (No. VI.) have already appeared in the *School World*. This manual is the smallest in the series (only 79 pp.), and might have been improved by a little expansion. In spite of this nothing essential has been omitted. Mr. Dale's *Teaching of Latin* deals with a Reform Method of teaching the subject. The opening chapter, 'Why Learn Latin?' is illuminating, and the author has no difficulty in showing the fallacy of some of the arguments against learning the ancient classics. The author is not a 'Direct Methodist,' and he traverses many of their contentions. In *Montessori Examined* Dr. Kilpatrick shows clearly that Mme. Montessori has not established a claim to be a contributor to educational theory.

We look forward to further volumes in this useful and stimulating series.

*Selections from Malory; being an Introductory Reader in Middle English.* Edited, with Introduction, Notes, and Glossary, by AGNES M. MACKENZIE. Pp. 107. George Harrap and Co. 1915. Price 1s. 3d.

This excellent little book contains two complete stories from Malory—'The Knight of the Crooked Coat' and 'How Morgan Le Fay Plotted to Slay King Arthur'—together with everything that is necessary to their elucidation. The writer, who intends her edition for the highest forms in schools, never forgets this fact. Consequently her historical and grammatical introductions, though they prove Miss Mackenzie's own scholarship, are wisely simplified and reduced to essentials. But they are thoroughly satisfactory, giving just the help that young people need, and not confusing them by too much learned detail.

The book forms an admirable introduction to Middle English, and ought to be adopted by many schools which have long waited for a text of this kind.

E. J. M.

*The Cambridge History of Literature.* Vol. XII. The Nineteenth Century—I. Edited by Sir A. W. WARD and A. R. WALLER. Pp. xi+565. Cambridge University Press. 1915. Price 9s. net.

*The Cambridge History of Literature*, if it does not consist of the essence of innumerable biographies, at any rate deals with the work of innumerable individuals, to each of whom it carefully introduces the reader. He may perhaps be bewildered by the variety of his new acquaintances or by his newly acquired familiarity with those whom he has known before, but the contributors leave him no easily explicable excuse for this confusion: the names are pronounced clearly, the accounts are lucidly set forth, and, for the most part, the connections, lateral and collateral, between the writers are elucidated.

Yet the fact remains that, however enjoyable we may find the separate chapters, this volume of the *Cambridge History of Literature*, and in this it resembles its predecessors, through no fault of its own or of its many collaborators, is not, as a volume, easy reading. Nor—and this difficulty is inherent in any treatment of nineteenth-century writers as a whole, especially when it is undertaken by various hands—does the volume leave an impression of historical unity and development on the reader's mind. Too many individual authors must be considered; we are too near to them in time to draw final conclusions. And so the result is not 'history,' so much as a summary description of the material upon which future students will work when the time comes for a final historical estimate of nineteenth-century achievement in literature.

Volume XII. is, in fact, only the first instalment of the three volumes which are assigned to the subject, and this again makes criticism difficult. For there is, rightly as we think, no chronological or other artificial division set between the various parts of the century, and the separate chapters deal with subjects, not with periods. Thus, while the first chapter discourses on the work of Scott, who began to publish in the eighteenth century, the last, either in the text or in the bibliography, includes among the scholars, personalities as familiar to the present generation as Verrall or W. P. Courtney, or Skeat or Sweet. But for criticism of Arnold, Clough, and Swinburne, of Stevenson and of Meredith, we must wait for the final volumes, while writers who are, happily, still among us will find no place in the History, even though the bulk of their work was completed in the last century.

These difficulties, which were inevitable in a

compilation of this kind, are mentioned only in order to emphasize the fact that for the reviewer too, there are obstacles in the way. It is not possible to consider the volume mainly as a contribution to literary history, and it is unfair to treat it as a whole. Yet no adequate idea of its scope and purpose can be gained if the chapters are treated merely as separate essays, while the connecting thread is ignored. To begin with, then, we must remember that each contributor is strictly limited by the space at his disposal. This may in part account for the severe cutting-down of biographical details which is nearly everywhere observable, though doubtless it is also in part attributable to the editorial plan of laying stress on literary history. Secondly, there is in the scheme not much room for marked originality or divergence from accepted views in individual cases. Rather must the contributors endeavour to produce a sane and reasoned account of the subject under discussion, be this an exposition of the Oxford Movement and its place in literature (admirably set forth by Archdeacon Hutton) or a description of the achievement of an individual writer. Some contributors are obviously less hampered than others by the conditions laid down. Thus Dr. Saintsbury, especially in his really admirable chapter on the Lesser Poets, 1790-1837, seems to escape altogether from his shackles, and to say just that which needs to be said. On the other hand, Professor Howe's account of Hazlitt lacks all that warmth and colour which make Hazlitt's own writings perennially delightful. Again, Dr. Henderson's chapter on Scott leaves us cold. His faults and his virtues are correctly explained, but we doubt if anyone, who had not experienced for himself the glamour of the Waverley Novels, would turn to them after reading the Cambridge History. Dr. Henderson's enthusiasm about Scott's lyrics is, however, infectious. So, too, is Professor Moorman's appreciation of Byron, and the comparison with other satirists is acute and discriminating. It is a pity that so little space could be given to Byron's letters, which reveal more of the man and of his opinions than does the deliberate self-revelation of the tales in verse. Professor Herford's excellent chapters on Shelley and on Keats suffer in the same way from the brevity with which their correspondence is treated. The best thing in the two chapters is, perhaps, the admirable introduction to the first (chapter iii.), but there is much that is fresh and attractive in both. Mr. Hamilton Thompson also manages to write about Lamb without becoming either hackneyed or fulsome or merely judicial, and Mr. Child contributes an account of Jane Austen



which will almost satisfy the most ardent of her devotees. For more than this no man can hope. Finally, the reader must be warned not to omit the chapter on 'Scholars, Antiquaries, and Bibliographers.' In some respects it is the most attractive in the volume—at any rate, to the student of English literature who has confined himself unduly to one branch of the subject. Sir John Sandys mentions the names of many of his great predecessors; but he proves here once again that he may rank with the greatest of them.

The bibliographies in the volume reach the standard we have learned to expect in the *Cambridge History of Literature*. They are as valuable as anything in the work. We note, however, that the volumes of selections from the poems of W. Barnes and from John Clare in the *Oxford Library of Prose and Poetry* are unaccountably omitted (on p. 413 and p. 415 respectively), and that a new edition of Mr. Ingpen's edition of *Shelley's Letters* has recently appeared, no doubt too late for mention on p. 402.

E. J. M.

*A Handbook of Present-Day English*. Volume II.: English Accidence and Syntax. By E. KRUISINGA, M.A., Ph.D. Second edition. Kemink en Zoon, Utrecht, 1915. Pp. xxiii + 514. Cloth, 5.90 g.

Volume I. of this useful work by a Dutch scholar was favourably noticed in *MODERN LANGUAGE TEACHING* for June, 1915. Volume II. maintains a similar standard, and, though too full of details and also too expensive for use in our schools, will repay the attention of private students, and even of professed teachers of English. Probably it would be of most use to University students of non-English race. These will find in it a perfect mine of rules and examples, many of which, it is true, will require careful study and slow digestion. The book could hardly be 'crammed' by anyone, and a notice on p. vii points out that 'candidates reading for an examination' should 'use the same author's *Primer of Present-Day English*, which provides an outline of the matter treated in the present work.' The ordinary candidate will doubtless prefer the 'outline,' but the more serious student will not regret it if he perseveres in working through the larger book.

Here again, as in Volume I., the leading feature of Dr. Kruisinga's work is, I think, the wealth and aptness of the examples. Some 250 'sources' are mentioned in the bibliography. Under the letter B we find J. M. Barrie, Mrs. Belloc-Lowndes, Arnold Bennett, A. C. Benson, *The Bibliophile*, Laurence Binyon, Augustine Birrell, W. Black, *Blackwood's Magazine*, F. S.

Boas, *The Bookman*, Miss Braddon, A. C. Bradley, H. Bradley, Robert Bridges, C. Brontë, Stopford Brooke, G. Buchanan, Bulwer-Lytton, R. M. Burrows. The net is widely spread, and the bag inevitably somewhat mixed. Perhaps a little more help should have been given the student in distinguishing the various grades of English, from the archaic and poetic to the vulgar and slangy. Indeed, the authors of all practical grammars and handbooks of English should read, mark, learn, and inwardly digest paragraphs 2-4 on p. 239 of *MODERN LANGUAGE TEACHING* for December, 1915, in the article on 'The Teaching of English in Japan.' Take, for example, the sentence from Snaith's 'Principal Girl' on p. 31: 'She's *kind o' made* like that.' In introducing it, Dr. Kruisinga says: 'Note also the group-verbs in the following quotations, all examples of familiar English.' The warning seems too weak; it might act as an incitement to the ardent student, who is always willing to be 'familiar, but by no means vulgar.' On the other hand, the term *group-verb* (adapted, I think, from Sweet's usage) is a good description of this phenomenon.

Dr. Kruisinga makes no claim to have discovered any new facts about English accidence and syntax, but hopes that some novelty will be found in his way of presenting those already known. This claim will, I think, be admitted, though he follows at times rather closely in the steps of his authorities. His terminology and phraseology are often very near to those of Sweet. He also probably owes a good deal to H. Poutsma's *Grammar of Late Modern English*, but I have not checked this surmise. A few examples come bodily from C. T. Onions' excellent *Advanced English Syntax* (Parallel Grammar Series), whose terminology or that of the Joint Committee seems to me at times preferable to that of Sweet. I find it hard to call such forms as *I write* indefinite, and *I am writing* definite. What can be more definite than the statement, *I rise at seven o'clock*? But this is probably a matter of personal psychology, and, once admitted, the usage of Sweet and Kruisinga is certainly convenient. In firmly refusing to introduce any historical information, Dr. Kruisinga goes, in my opinion, too far in the opposite direction from Sweet and Onions. With the last-named, I tend to think some historical matter may be judiciously introduced to aid 'the understanding of important points in syntax development,' or 'to add interest to the treatment of particular constructions.' (The case of *would*, discussed below, is an example of this.) Dr. Kruisinga sticks to his rule so closely that no one

would suspect from his account of our *nouns* that they had ever possessed more cases than the two which he terms the *common case* and the *genitive*.

The treatment of the auxiliary verbs, including those shibboleths *shall* and *will*, gives Dr. Kruisinga full scope for his marked powers of classification and illustration. Here the wealth of examples is of special value to the student. Like most grammarians, this writer fails to treat the use of *would*, as it occurs several times in the Bible, in the sense of *wish*. On p. 122 he says rightly: '*Would* is used in literary English in the first person singular, sometimes without the pronoun *I*, to express a *wish of the speaker that cannot be, or is very unlikely to be, fulfilled* (e.g., "*O would . . . that you lay under the dock leaves in the ground*").' There is, however, a cognate use of *would*, not confined to the first person, which is now archaic or obsolete, but is found in the Scriptural Golden Rule, '*As ye would that men should do to you,*' etc. (Luke vi. 32; cf. Matt. vii. 12). In the *Hibbert Journal* for July, 1915, Professor E. A. Sonnenschein treats this usage as quite uncommon, and tells us it has been generally misunderstood, most people thinking 'we are bidden to do to others what we *should wish* them to do to us, if our positions were reversed. . . . We have been the victims,' the Professor adds, 'of a misleading translation—a translation which possibly was less misleading in the seventeenth century than it is now, though I doubt this, but one which to the plain man of the present day, at any rate, suggests a false meaning.' He proceeds to point out that the Greek is *θέλετε* or *ἀν θέλητε*, and can only mean 'you *will* or *wish*.'

To my mind the Professor's 'plain man's' view is novel and astonishing, especially in face of the fact that in Rom. vii. 15-20 the words *I would* occur five times as a translation of the Greek *θέλω*—e.g., v. 19, οὐ γὰρ ὁ θέλω ποιῶ ἀγαθόν, ἀλλ' ὁ οὐ θέλω κακὸν τοῦτο πράσσω, 'For the good that I *would* I do not: but the evil which I *would* not, that I do.' Does the 'plain man' here, too, insist on supplying *do* after each *would*, and turning the latter into a conditional? I scarcely think so, but it would at least be well if Kruisinga and other grammarians pointed out such archaisms and—may I add?—gave us their history.

I have only space to mention that, after dealing with 'The Parts of Speech' (Part I.), Kruisinga discusses 'Word-Formation' and 'The Sentence' in Parts II. and III. Here, too, we find full illustration and clear expression; so far as I have tested them, these pages maintain the high standard of Part I. If there is a fault, it is a certain tendency to occasional over-subtlety, a

fault on the right side. The book represents great care and labour, and merits a place of honour on the grammarian's shelf as a supplement to our standard works. M. MONTGOMERY.

*A First Russian Reader*, from L. N. Tolstoy. By PERCY DEARMER and V. A. TANANEVICH. Pp. 80. Clarendon Press. 1915. Price 1s. 6d. net.

I am happy to be able to recommend this little work to all beginners in Russian, as well as to those who are farther on in their arduous course. I have myself worked through it carefully and have enjoyed it.

The book contains thirty-eight stories from Tolstoy; the text is placed on the left-hand pages, notes appear opposite on the right, and there is a full vocabulary at the end.

So far, so good; but I cannot imagine why the authors sought to repel their readers at the outset by beginning with a story (Эскимосы) of thirty-seven lines, and then giving *ten* short stories, some of which are as short as three and a half lines. I should advise readers to skip the first story, which is rather tedious, and come back to it at the end. Then, is not the book rather a little too closely on the model of Boyer and Spenski's *Russian Reader*? It has, however, one great advantage over that book—it is not so fearfully clumsy (in bulk, I mean).

The notes seem to be quite adequate to the understanding of the text, which is all that is required. Is there not a slight mistake on p. 19, note 11? The notes are in no way redundant, as the authors fear in the Preface, and they need not blush for them. The accentuation, too, will be welcome to students.

References are made where necessary to Forbes' *Grammar*. This is a wise procedure, as it familiarizes the student with the grammatical forms; and the grammar mentioned is undoubtedly the best which has so far appeared in this country.

In the vocabulary it would have been well to give *both* forms of the verbs under their initial letters. Besides this, the book would have been even better than it is if the authors had given a separate list of all the verbs (two forms) with their English meanings, and if they had stated in the vocabulary what cases followed certain prepositions.

One great chasm in the whole book is that left by the phonetic text. Like the snakes in a certain country, 'There is none!' No text, however, is better than an inferior one; and if the authors could not produce a reliable, scientific one, they were very wise to omit one altogether.



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## MODERN LANGUAGE ASSOCIATION.

A MEETING of the Executive Committee was held at University College, London, on Saturday, February 26.

Present: Mr. H. L. Hutton (chair), Mr. Allpress, Miss Althaus, Miss Ash, Messrs. Atkins, von Glehn, D. Jones, Mansion, Payen-Payne, Richards, Rippmann, and the Hon. Secretary.

Apologies for absence were received from Miss Allpress, Mr. J. G. Anderson, Dr. Macgowan, and Mr. Perrett.

The minutes of the last meeting were read and confirmed.

The financial estimate for the year was presented by the Finance Sub-Committee and approved.

It was agreed that, for the sake of economy, only 250 copies of the Catalogue of the Exhibition should be printed, and that the Committee of the Conference of Educational Associations should be urged to drop the Combined Report of the Conference during the war. One or two minor economies were also agreed to.

The Chairman introduced the subject of Army and Navy Interpreterships, and, after a long

discussion had taken place, moved that a sub-committee be appointed to consider the question of throwing the examinations open to boys at school. This was agreed to, and a sub-committee, consisting of Professor Atkins (convener), Messrs. Orange, Payen-Payne, O. H. Prior, and Richards, was constituted.

The subject of the marks awarded to Modern Languages in Civil Service examinations was then brought before the Committee. After a lengthy discussion, Mr. Rippmann and Mr. D. Jones were asked to report to the next meeting.

The following five new members were elected: Miss D. E. Adamson, B.A., Girls' County School, Bishop Auckland.

Miss. A. A. Hunter, M.A., Wimbledon Hill School, S.W.

Miss E. A. M. Law, M.A., Girls' County School, Bishop Auckland.

Miss E. Maddock, L.L.A., Dame Alice Owen's Girls' School, Islington, N.

Mr. E. Spencer-Jones, St. John's College, Hurstpierpoint.

## EDITORIAL NOTES.

Sub-Editors: Miss ALTHAUS; Mr. H. L. HUTTON; Mr. DE V. PAYEN-PAYNE; Dr. R. L. GRÆME RITCHIE; Miss E. STENT; Professor R. A. WILLIAMS.

All contributors are requested to send in matter by the 24th of each month, if publication is urgently required for the issue following.

MODERN LANGUAGE TEACHING appears eight times yearly, viz., on the 15th of February, March, April or May, June, July, October, November, and December. The price of single numbers is 6d.; the annual subscription is 4s. Orders should be sent direct to the Publishers, A. and C. Black, Ltd., 4, Soho Square, London.

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The Journal is sent free to all Members of the Association, but those whose subscription for the current year is not paid before July 1 are not entitled to receive it.

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THE MODERN LANGUAGE REVIEW, a Quarterly Journal of Medieval and Modern Literature and Philology, edited by Professor J. G. Robertson, and published by the Cambridge University Press, is supplied to Members of the Association at a special annual subscription of 7s. 6d., which must be prepaid. It should be sent with the membership subscription (15s. in all) to the Hon. Treasurer. Those who wish to take in or discontinue the REVIEW should communicate with the Hon. Secretary.

The attention of Teachers is drawn to the collection of French and German School Books, carefully selected by a Sub-Committee, and known as the Travelling Exhibition. It may be inspected on applying to Mr. Twentyman, Board of Education, Whitehall. A Catalogue (sent *gratis* to members) has been issued of all sections except Reading Texts, of which a separate and minutely detailed list is being prepared. For particulars of conditions on which the Exhibition may be loaned apply to Miss Hart, as below.

The Hon. Secretary will be glad to receive from members the addresses of well-educated families on the Continent willing to receive English guests, which can be recommended to students and teachers wishing to study abroad. The addresses of houses where an English guest is not likely to meet any other English people are specially desired. Names of families should not be sent unless the member can recommend them from personal knowledge. Full particulars should be given.

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Residence Abroad (Women): Miss SANDYS, 30, East St. Helen's, Abingdon; (Men): The Hon. Secretary.

Travelling Exhibition: Miss HART, County Secondary School, Sydenham Hill Road, S.E.

Scholars' International Correspondence: Miss ALLPRESS, Berkhamsted School, Herts.

Correspondence on all other subjects should be addressed to the Hon. Secretary.

It is urgently requested that all Postal Orders be crossed.



# MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN  
LANGUAGE ASSOCIATION

EDITED BY J. G. ANDERSON

VOLUME XII. No. 3

May, 1916

## SOME PRINCIPLES OF LANGUAGE TEACHING.

### I. VOCABULARY AND ITS ASPECTS.

As there is no logical or semantic difference between

WORDS (the arbitrary, often merely the orthographic, unit of speech),  
GROUP-WORDS (or PHRASES), and  
INFLEXIONS,

we require a common term to designate all three. The most convenient term will be *vocables*.

The term *vocabulary* is the collective term, designating all the vocables of the language, or, conversely, the term *vocables* designates the units of which the vocabulary is composed.

The following statement may be considered as axiomatic: THE WHOLE OF THE LANGUAGE IS CONTAINED IN ITS VOCABULARY.

The following scheme represents the popular contrary view:

Language	{	1. Phonetics.
		2. Orthography.
		3. Inflexions.
		4. Grammar or Function.
		5. Vocabulary.

This, however, is a 'cross-classification,' leading to endless confusion of thought. The *vocabulary* can have no existence apart from phonetics, orthography, in-

flexions, grammar, and semantics. These constitute the FIVE ASPECTS OF THE VOCABULARY.

Each vocable can be considered according to each of these aspects, and, in addition, may be considered according to its degree of *speciality* and its degree of *frequency*.

#### The Five Aspects of the Vocabable.

1. *The Phonetic Aspect*.—This concerns the sounds, stress, and intonation of the vocable.

By collecting and classifying all the isolated phenomena in this connection, we establish what may be expressed tautologically as 'the *science of phonetics* applied to that language which is the object of our study.' In other terms, the phonetic aspect of a vocable concerns its relation towards the science of phonetics.

2. *The Orthographic Aspect*.—This concerns the letters with which the vocable is written. By collecting and classifying all the isolated phenomena in this connection, we establish the *art of orthography* or traditional spelling of the language which is the object of our study. In other terms, we may say that the orthographic aspect of a vocable concerns the relation of that vocable towards the art of orthography.

3. *The Inflexional Aspect*.—This concerns the (phonetic or orthographic) modification or change of form undergone in certain words in languages of the inflexional type. By collecting and classifying all the isolated phenomena in this connection we establish the *science of inflexions* (otherwise called *accidence*) as applied to the particular language which is the object of our study. In other terms, we may say that the inflexional aspect of the vocable concerns the relation of that vocable towards the science of inflexions.

These first three aspects taken together constitute the *formal* side (as apart from the *functional* and *semantic* sides) of the vocabulary.

4. *The Grammatical (or Functional) Aspect*.—This concerns the *function* of each vocable in the sentence. By collecting and classifying all the isolated phenomena in this connection, we establish the *science of grammar* (or *science of function*) as applied to the language which is the object of our study. In other terms, we may say that the grammatical aspect

popular sense, but according to the definition of Professor Bain: 'The whole fabric of grammar rests upon the classifying of words according to their function in the sentence.'

5. *The Semantic Aspect*.—This concerns the *meaning* of any vocable—i.e., the

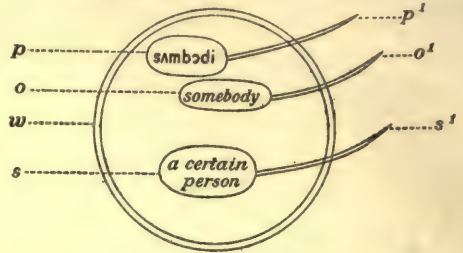


FIG. 1.—THE DECOMPOSITION OF AN INFLEXIONLESS MONOSEMANTIC WORD INTO ITS FOUR ASPECTS.

*p*, The phonetic aspect; *o*, the orthographic aspect; *s*, the semantic aspect; *w*, the 'word-wall,' always present in our imagination as marking off the word from its fellows; *p¹*, *o¹*, *s¹*, the functional relation—i.e., the connection between the word and other words in the sentence, combinability, and syntax.

relation between the vocable and the thought that it is intended to represent.

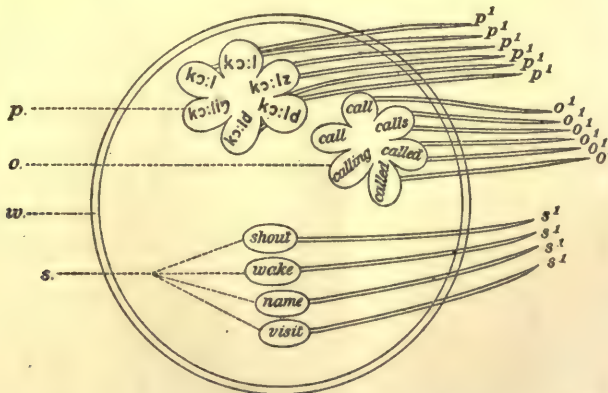


FIG. 2.—THE DECOMPOSITION OF AN INFLECTED POLYSEMANTIC WORD.

*p*, The phonetic inflexions; *o*, the orthographic inflexions; *s*, the semantic elements; *w*, the 'word-wall' (see Fig. 1); *p¹*, *o¹*, *s¹*, the functional relation (see Fig. 1).

of each vocable concerns its relation towards the science of grammar.

It must be noted here that we use the term 'grammar' not precisely in the

By collecting and classifying all the isolated phenomena in this connection, we establish the *science of semantics* as applied to the language which is the



object of our study. In other terms, we may say that the semantic aspect of a vocable concerns its relation towards the science of semantics.

We should state here that we are not using the term *semantics* in precisely the same sense as Bréal in his *Sémantique* or Weekly in his *Romance of Words*. In these two cases the term connotes 'The origin, evolution, and history of meanings.' Should occasion arise, we may aptly refer to these phenomena by the term *semasiology* or by the qualified term *historical semantics*, reserving the general term for the general connotation: 'The Science of Meanings,' or 'The Relation of the Vocable towards Thought.'

The diagrams on p. 66 will serve to demonstrate more clearly the real nature of a vocable in its five aspects.

#### Degrees of Speciality.

Vocables may be considered and roughly classified according to their degree of *speciality* or *generality*.

The most general vocables are those which perform grammatical functions, such as the prepositions *of, at, to, for*; conjunctions, such as *and, but, or, as*; adverbs, such as *very, quite, rather, yes, no*; pronouns, such as *it, one* (in the large one); auxiliaries, such as *do, will, be, have, get*.

All these may be called *form-words* in opposition to *notional* words.

The most *special* words are proper nouns, more especially surnames and names of unimportant localities.

It is evident that many vocables may be used either as form words or as notional words. Thus, *do* is a form-word in *Do you go?* and notional in *You must do it*.

It is also evident that it is impossible to draw a hard and fast line between the two categories, which merge into one another by imperceptible gradations.

#### Degrees of Frequency.

Vocables may be considered and roughly classified according to their degree of

*frequency* or *rareness*; in other terms, to their degree of utility.

The vocabulary of a language may be conceived as being contained in a series of concentric circles, of which the innermost contains the twenty-five most frequently used words (or vocables); the next radius will contain the seventy-five words next in utility; the succeeding radius will contain three hundred words, and so on, each successive radius containing three times more words than the one before.

It will be found that the frequency value of each radius is in inverse ratio to the number of words contained in it.

The figures given above are, of course, purely arbitrary; we might have proceeded by doubling instead of tripling the number of words in each successive radius. At the same time, the figures used are very convenient. If the English language does contain (as has been suggested) a maximum of 100,000 words, a series of seven concentric circles will contain the whole of the vocabulary. The following table will give us some idea of the types of words which are to be found in each of the radii:

Radii.	Words.	
1st	25	the, be, to, will, what.
2nd	100	enough, never, perhaps, something.
3rd	400	good, again, evening.
4th	1,600	fire, sink, remain.
5th	6,400	venture, simple, roof.
6th	25,600	sinister, wilderness, witticism.
7th	102,400	pervious, soniferous, lixivial, pica.

It should be noted that all frequency statistics, in order to be valid, must be based on considerations of speciality. The more the word is special, the more difficult it is to place in its appropriate radius. Thus the word *French* is a most important word for a Frenchman, and of very little importance to a Chinaman. The word *Folkestone* is a most frequent one in the speech of Folkestonians; *hammer* in the speech of a carpenter occu-

pies a position much nearer the centre than when used by a tailor.

Another important factor, presenting almost insoluble problems, is that into which enter considerations of practical semantics. All polysemantic words must be distributed according to the frequency of each of the semantic elements. Thus the adverb *home*, in the group-word *go home*, is of far greater frequency than the noun *home* in the group-word *Home for Lost Cats*. At the same time, these difficulties must not discourage us nor prevent us from working out approximate lists, even if we have recourse to a certain arbitrary element in doing so, for the application of the principle of frequency is one of the most important, if not the most important, factor in rapid and interesting study.

The frequency principle may be stated as follows:

The hundred commonest words of any language (except the most highly inflected ones) constitute over 50 per cent. of the normal vocabulary. That is to say, that in any ordinary English text, out of every 1,000 successive words, over 500 will be found within the second radius. In an ordinary everyday conversation the proportion will be much higher.

It is possible to write good connected texts consisting of dialogues, anecdotes, etc., in which 80 to 90 per cent. of the words belong to the second radius. When we consider that the rough sense of a text can generally be deciphered or successfully guessed when we recognize four words out of five, we see that the immense importance of the frequency principle cannot be too highly insisted on. It must not be forgotten that the small percentage of words which remain will be assimilated almost automatically by the process of *spontaneous assimilation*, which process may be compared to the phenomenon of capillary attraction.

### Degrees of Intercombinability.

This atrocious term (which, nevertheless, we will use until we find a less cumbersome one) expresses the relative faculty possessed by words to combine with others in order to form group-words and sentences.

Given the words *it, this, that, is, was, not, good, bad, large, small, new, ready, here, there, in, out, away, back*, it is possible to combine them into 280 perfectly rational and very useful sentences.

Given the words *he, am, take, put, to, see, no, of, the, my, very, quite, now*, it is impossible to form one single sentence, although these words represent a very high degree of frequency.

In the ideal method, each of these factors should be taken duly into consideration, and each play its proper part to ensure proportion, economy, interest, and general efficiency.

## II. THE VICIOUS TENDENCIES OF THE STUDENT OF LANGUAGE.

All students are more or less subject to a series of what we may term 'vicious tendencies.' Few are exempt from them (even the most experienced language learners); the vast majority of pupils are slaves to them.

The most general of these may be grouped under the following seven headings:

1. Neglect of the peculiar characteristics of the foreign language.
2. Illegitimate importation of elements from the mother-tongue.
3. Artificial separation of words.
4. Non-recognition of group-words as such.
5. Preference for strong forms.
6. Over-reliance on visual memory.
7. Mental translation into the mother-tongue.

It is obviously necessary to react against



these tendencies. Indeed, it may be said that the first function of the method and of the teacher is to help the student to resist them.

The effective weapons to combat these insidious enemies of progress are notably the respective theories of phonetics, grammar, and semantics. The child learning his mother-tongue is exempt from these tendencies, hence can successfully acquire his language without these aids. The student of the foreign language not enjoying this immunity does require them.

This is the fundamental difference sometimes ignored by extreme partisans of the Direct Method) between the mother-tongue and the foreign language.

1. **Neglect of the Peculiar Characteristics of the Foreign Language.**—The average pupil ignores distinctions made in the foreign language which are not made in his own. He tends to ignore the sounds and the system of stress and intonations peculiar to the foreign language. He fails to grasp the nature and use of strange inflexions, of unfamiliar semantic and grammatical elements, and is not interested in the frequency statistics of the language he is studying.

2. **Illegitimate Importation of Elements of the Mother-Tongue into the Foreign Language.**—The average student will carry on a shameless contraband traffic under the very shadow of the custom-house; he will import into the foreign language his own sounds, orthoepy spellings, inflexions, semantics, grammar, and frequency degrees.

The sound designated by [ŋ] in the phonetic alphabet exists in English, but not in French. In spite of this, the English student will boldly incorporate it into French and use it. The sound designated by [r] exists in French, but not in English; but this well-known fact does not prevent a Frenchman from decorating his English by a profuse sprinkling of this un-English sound.

The French word *actuel* possesses a semantic value quite different from that of the English word *actual*. Nevertheless, the Frenchman uses the English word with the semantic value of the French one. A Frenchman in his own language says, *Je me fais comprendre*, and does not hesitate to import this word-group into English in the guise of *I make me understand*.

And so it is with all the other aspects of the vocabulary.

3. **Artificial Separation of Words.**—A universal tendency (due to the linguistic illusion that the *word* is the true unit) is that of artificially separating words. The English [aimsteikəpen] becomes ['ai... 'mœ:st... 'tek... 'e... 'pen] in the mouth of the Frenchman. The French [zœnsepaskəzdwafɛr] in the mouth of an Englishman becomes ['zœ:... 'nœ:... 'sei... 'pɑ:... 'sə:... 'kə:... 'zœ:... 'dwa:... 'fœ].

4. **Non-Recognition of the Status of Group-Words.**—This is due to over-analysis or an excess of mental translation into the mother-tongue. This is one of the advantages possessed by the child-student, whose limited reasoning powers and rudimentary faculties of comparison save him from these twin vices. Every group-word, such as *had-better*, *would-rather*, *used-to*, *hardly-ever*, *next-door*, *everybody-else*, is a source of perpetual perplexity and of artificial difficulties. This tendency is perhaps a variation of the one described under heading 1.

It may not be out of place here to quote the semantic dictum that 'the foreigner should not be any more conscious of the individual words than the native himself.' When an Englishman uses the group-word *next-door*, the idea *door* is not present in his mind, nor should it be present in the mind of the foreign student.

The Frenchman using the group-word *rez-de-chaussée* is not conscious of the

semantic elements proper to *rez* and to *chaussée* respectively; the English student of French should not be conscious of them either; he should accept the group-word as such without further analysis. We note as a curious fact that the group-word *il y a* is almost invariably learnt without any tendency to decompose.

5. **Giving Preference to Strong Forms.**—In accordance with one of the fallacies which we shall catalogue on another occasion, the average student will always prefer the strong to the weak forms of any given word. A Frenchman may have lived in England for many years and have heard dozens of times a day such expressions as

'ifi:kɲ'goutə'landəntə'mərou,

but he will continue to transform this into

'if 'hi: 'kæn 'gou 'tu: 'lan'dan 'tu: 'mərou.

6. **Reliance on the Visual instead of the Auditive Memory.**—Most students rely entirely on the visual memory. They cannot repeat the simplest sentence they hear. Pronounce a sentence; ask the student to repeat what he hears. He *seems* to repeat it, but in reality he does nothing of the sort; he mentally reduces your sentence to its written form, and then proceeds to read it! The more shameless will invite you to assist them in this nefarious operation by a demand for the written form: 'Comment cela s'écrit-il? Je ne sais pas prononcer quelque chose dont je ne vois pas la forme écrite!'

These people never seem to realize that immediate auditive comprehension and reproduction is a most essential part of their aim in learning the language. It never seems to strike them that when they go to the foreign country the butcher, baker, and candlestick-maker, with whom they may converse, will not feel disposed

to furnish the written form of everything they may wish to say.

And English students are just as bad, or even worse.

7. **Mental Translation into the Mother-Tongue.**—Many students (despite Direct Methods and the abolition of the dictionary) form the reprehensible and fatiguing habit of translating mentally into their own language everything they hear. This is partly due to a linguistic fallacy to the effect that comprehension equals translation, and *vice versa*.

It may be stated as an axiom that no progress is possible until this pernicious habit has been overcome.

To make matters worse, the mental translation is of the 'literal' variety, which means that the student sees the foreign language through a screen, which is none other than a distortion of his own language. The sentence *You're hungry, aren't you?* becomes transformed into a caricature of his native French as *Vous êtes faim, n'êtes-vous pas?* Similarly, *You ought to have come* has to be changed into *Vous devriez avoir venu* before he consents to understand it.

Other vicious habits are also rife, most of them generally resulting from the cherishing of one or other of the 'linguistic fallacies.'

### III. SYNTHETIC CONSTRUCTION v. SUBSTITUTION.

Probably the best known and most popular process of language study is that to which we may aptly give the name of *Synthetic Construction*.

The authors of this type of method decompose (or analyze) the matter of the foreign language into its smallest significative units, present these to the student, supply him with explanatory matter, and then tell him to build up these primordial fragments into sentences.

The student treats these words, affixes,



and what-not, as he would treat the units of a jigsaw puzzle; he picks them up and pieces them together, tries to make them fit, and endeavours to produce something comprehensible.

He may be compared to the chemist who, by dint of experiment and of repeated failure, succeeds finally in forming synthetically the desired product.

He is a solver of problems, a reader of riddles, and when he is successful his examiner is pleased, and his teacher assures him that he is making good progress in his studies.

Let us reduce his work to a formula; it is generally the following:

(a) Take a number of words and inflexions in the foreign language with their conventional English equivalents.

(b) Take a number of classical grammatical rules.

(c) By means of these, try to convert prepared foreign sentences into English ones. (This process is often termed the 'version'.)

(d) Then try to convert prepared English sentences into foreign ones. (This process is often termed the 'theme'.)

The version and theme are so characteristic of the synthetic method that the term *Translation Method*\* is often used when referring to it.

The author of a synthetic method and the teacher who uses it assume that (let us say) an English student can master (let us say) French merely by learning how to convert English sentences into French ones.

It is, moreover, tacitly suggested that if a student, after a few lessons, can successfully convert simple English sentences into French ones, he will subsequently, and by the same process, convert into

French more difficult ones; also that he will eventually become so expert as to be able to convert all English sentences (except the so-called 'idiomatic' sentences) into their corresponding French equivalents.

Probably the most popular view is that the using of a foreign language is simply a question of rapid translation (or conversion), and that, consequently, the translation (or conversion) method is the direct path to the successful mastery of the foreign language.

This process is generally alluded to in more modern works on language study as the 'translation method,' the 'bad old method,' and the reaction against it resulted in what is known as the *Direct Method*.

It would even appear that the protagonists of the Direct Method can hardly conceive of a third term in the problem. What is not *Direct Method* is *Translation Method*, they seem to say, and implicitly ban in one common condemnation all systems of study which include any form of bilingual equivalences.

It has always appeared to the writer that the doctrine of the 'Total Exclusion of the Mother-Tongue' has obscured the issue, and that the truer rallying cry for the Reform Movement would have been 'The Total Exclusion of Synthetic Construction.'

The object of the present paper is to outline a system of language study differing fundamentally from both Direct Method and the Method of Synthetic Construction. We may term it the Substitution Method.

The writer would explicitly state in advance that he does *not* consider it as the one royal road to successful language study, nor the panacea for all linguistic ills. It is destined to supersede neither the Direct Method nor any other process by which suitable means are adapted

\* This term, however, is not to be recommended, for certain types of translation exercises exist which are in no way connected with the synthetic process.

towards any required end. He considers it as an extremely simple, natural, and attractive process of language study, calculated to prevent or cure many of the vicious tendencies of the average student, giving very rapid results, and suitable for use side by side with other processes.

The formula is as follows:

**1. Memorize One or More Complete Sentences in the Foreign Language.**—That is to say, repeat the sentences many times on many occasions until they can be produced with the same fluency and unconsciousness as the corresponding sentences in the mother-tongue. The memorizing process to be aided by a phonetic transcription, a patient teacher, and the usual memory-stimulating devices. Each sentence to be considered as an indivisible whole, to be written as one word; orthography and translation to be withheld during the memorizing stage; articulation to be normal or rapid, with a tendency towards under-articulation.

**2. Learn the Meaning of Every Memorized Sentence.**—It is not difficult to semanticize (*i.e.*, attach the meaning to) a sentence that has been thoroughly memorized. This may be done by the usual semantic devices. Equivalences *may* be unilingual or bilingual, but *must* be integral.

**3. Isolate One of the Sections and Replace it Rapidly and Successively by a Number of Substitutes, Each of which has the Same or Nearly the Same Grammatical Function as the Original, but a Different Semantic Value.**—The section may be a word or a word-group. The substitutive elements may or may not have been previously memorized; their meaning may be learnt in advance or subsequently. A convenient number of substitutive elements is twelve.

**4. Isolate and Replace by Substitutive Elements Other Sections of the Original Sentence.**—In many cases every section of the sentence may be so treated.

**5. Multiply the Results by Cross-Combination.**—The result of this operation, if properly carried out, will be the perfect acquisition of a vast number of sentences for each original sentence memorized.

In order to give the reader a clear (even if incomplete) idea of the practical application of the substitution theory, we will take a concrete example. In order that the reader may better realize what it feels like to learn by such a process, we will choose a language which he is not likely to have studied previously. In order to avoid certain factors which might complicate or confuse the issue, we will choose a non-inflexional language with a simple phonetic system.

Let this language be colloquial Japanese, and let the sentence be:

\* watakushi 'wasore 'omi 'mas.

This we will call the model sentence.

1. We must repeat this sentence many times—say, twenty times now, twenty times in an hour's time, ditto before going to bed, ditto on three separate occasions to-morrow.

In order to obtain fluency, we may cut it up in all manner of ways:

wa takushi 'wa sore 'omi 'mas.

wat akushi 'was ore 'o mi 'mas.

wata kushi 'waso re 'omi 'mas, etc.

2. Assuming that we can now produce this sentence with perfect fluency and unconsciousness (and the experiment will not succeed unless we have done so), we will learn its meaning.

Such readers as are so devotedly attached to the Direct Method as to reject translation at any price will doubtless be pained if we give the English translation here.

\* In the present case, it will be more convenient to use the 'Romaji' system of transcription of the Japanese vocables. In the ordinary course of teaching, the alphabet of the International Phonetic Association would be used.



Seeing, however, that the only medium of instruction in the present case is printer's ink, and that the art of printing gestures and pantomime has not yet been invented, we must necessarily have recourse to an English translation. In order to avoid the shock that the term 'translation' may entail, we may replace it by the euphemistic 'bilingual equivalence.'

The English equivalences, then, are—

I see it (*or that*).

I look at it (*or that*).

I am looking at it (*or that*).

As far as I am concerned, the looking at that object exists.

Let us repeat the sentence again, look at some object, and tell some imaginary person what we are doing.

Let us repeat the operation several times on several different occasions.

3. Assuming that we can now express ourselves (as far as this particular sentence is concerned) with the same ease and fluency in Japanese as in English, we will isolate the element *mi*.

This is the root of the verb, and means *see or look at*.

Now let us replace *mi* successively by four other appropriate verb-roots, and draw up the following 'simple substitution table':

Watakushi'wasore'o	mi	'mas.	I see that.
	tori		I take that.
	kai		I buy that.
	uketori		I receive that.
	midashi		I find that.

Let us concretize these four new words as far as possible by thinking them, and by associating them with ourselves, our actions and interests, with gestures if possible.

4. We must assume that we are now able to use five Japanese sentences with fluency, and may proceed to isolate the element *Watakushi'wa*, which means approximately, *I or As far as I am con-*

*cerned*. We replace this successively by four other elements:

Watakushi'wa	sore'omi'mas.	I see that.
Anata'wa		You (sing.) see that.
Anokata'wa		He ( <i>or she</i> ) sees that.
Watakushidomo'wa		We see that.
Anatagata'wa		You (plur.) see that.

We must assimilate these in the same way.

(This gives us nine sentences.)

We now isolate and replace the element *sore'o* (equivalent to *that*):

Watakushi'wa	sore'o	mi'mas.	I see that.
	kore'o		I see this.
	tegami'o		I see the ( <i>or a</i> ) letter.
	empits'o		I see the ( <i>or a</i> ) pencil.
	kami'o		I see the ( <i>or some</i> ) paper.

(Properly assimilated, this will increase our stock of sentences to thirteen.)

We now isolate the element *mas* (auxiliary of the present affirmative tense), and replace it successively by—

the auxiliary of the present negative tense;

the auxiliary of the past affirmative tense;

the auxiliary of the past negative tense;

the auxiliary of the future affirmative tense.

Watakushi'wasore'o	mi	'mas.	I see that.
		ma'sen.	I don't see that.
		mash'ta.	I saw that.
		masenan'da.	I didn't see that.
		ma'shō.	I shall probably see that.

(Properly assimilated, this will bring our total to seventeen.)

Up to the present we have been constructing and learning simple substitution tables (*i.e.*, tables of addition).

5. When these seventeen sentences have been perfectly memorized and seman-

ticized, we may proceed to combine the results. This is done by means of a compound substitution table—*i.e.*, table of multiplication :

Watakushi 'wa	sore 'o	mi	'mas.
Anata 'wa	kore 'o	tori	ma 'sen.
Anokata 'wa	tegami 'o	kai	mash 'ta.
Watakushidomo 'wa	empti 'o	uketori	masenan 'da.
Anatagata 'wa	kami 'o	midashi	ma 'sho.

This table contains 625 complete and perfectly rational sentences, and this is the number of Japanese sentences at our disposal for immediate use, provided that we have observed the elementary rules of phonetics, mnemonics, and semantics.

This concludes the experimental exposé of the process of substitution. Much more may be said on the subject ; a whole book might be written on it, giving an infinite number of diverse examples to show its manifold applications to various problems, and the relation which this process bears towards other processes as well as towards the abstract principles of language study. At no distant date we

hope to suggest the principles upon which a complete set of substitution tables may be drawn up and applied to the study of any particular language.

The use of such a method need be in no way antagonistic to the best features of the Direct Method. Indeed, a combination, or rather correlation, of the two is perfectly feasible.

For most adult students the Direct Method as it stands at present is not accessible, nor in many cases is it attractive—this for reasons which it is not necessary to specify here. As a natural consequence, in default of a practical modern system, most students are forced back on the antiquated synthetic methods.

A rational programme based largely on the substitution process should go far in the right direction, and should prove the antidote to the pernicious influences of the antiquated school, and furnish another alternative than that of pure quackery.

HAROLD E. PALMER.

## PRONUNCIATION REFORM.

REFORMERS, even when they only aim at reforming themselves, rarely secure all the reform at which they aimed in starting. But we have, in the lives of men not much beyond middle age, seen a reform successfully and completely introduced into English schools. We have seen the pronunciation of Latin and Greek so altered as to make the very imperfect alphabets of those languages made, to all intents and purposes, 'phonetic,' with the other odd result that to English ears the Latin hexameter has lost its rhythm, and has a cadence still noble indeed, but a cadence of prose. The thing has been done ; and, as usual, there are both gains and losses. The completest gain is that we can now pronounce Latin 'according to the spelling,' and can at the same time believe that we are nearer the classical

pronunciation than are the Latinists of, say, the Roman Church and the schools of Scotland. The greatest loss is that though the eye still grasps the etymology of Latin words borrowed into our language, the ear is puzzled by the seeming change they have undergone. Still, once more, the thing has been done. The spelling of Latin and Greek we recognized as a thing fixed and perdurable. So we altered, and successfully altered, the pronunciation.

In the case of the living languages, the pronunciation varies from time to time, from place to place. This is especially true of English, owing to its wide diffusion. America and Australia (to say nothing of educated India and dialectical differences in these islands) have each its own pronunciation. What we all have in common is a standard



spelling, in which an enormous mass of literature is printed. English inherits the defective Latin alphabet, and, being a mixed language of many origins, has a more irregular system of spelling than, perhaps, any other living speech. Our spelling probably presents fewer difficulties than is commonly supposed to those children whose ocular memory retains English words by the look, the shape, of the whole word. To those children who remember the sound and look of each letter in a word (they are probably few) *all* spelling is a difficulty, not least our various systems of phonetic spelling. Yet it is proposed to 'simplify' spelling by introducing a new literal or syllabic spelling which shall make it unnecessary to remember words as whole pictures, as it were. There is obviously much to be said—it has been said *ad nauseam*—for this reform. It would have two capital defects. Firstly, *litera imprimata manet*. Secondly, pronunciation is always changing. Most of us learn our pronunciation by ear, by imitating one another. We cannot reprint the whole of English literature. Therefore we must in any case learn the present spelling, and reformed spelling as well, if reformed spelling be imposed upon us. I have now one or two friends who write me letters in the reformed spelling of French and English. Let me regretfully confess that I find their letters very difficult to read. Not only is the form of the words thus spelt by them ungracious and unfamiliar, but their scrupulous adherence to reformed spelling seems to affect their style. That may be only a temporary consequence of reform. But the other drawbacks of reformed spelling in English are eternal and formidable.

But if we must have reform, why not imitate the Latinists? Our gallant, our incomparable French allies already pronounce their beautiful language more or

less 'according to the spelling.' For instance, we all know educated Frenchmen who scrupulously pronounce both the *l*'s in *intelligence*, and both the *t*'s in *sotte*. We have got reformed pronunciation of Latin. Why not attempt a reformed pronunciation of English? It is open to each of us to begin at once. Let us, for example, harden all our *c*'s and *g*'s as we have already hardened them in pronouncing Latin. Let our verbal eloquence be 'Kikeronian.' Let us 'enlarge the kirkkl of our friends.' Let us have one single sound for the words in *-ough*. For my part, I am thinking of giving them all the *-uff* sound that you get in *tough*. Thuff this will make a rather thoruff change in our habits, what we have already done in dealing with Latin shows that it is well within our powers of adaptation. Above all, let us get our Scottish friends to teach us how to pronounce *r*'s. It is true that in modern English spelling many *r*'s are not consonants at all, but are only used to mark modifications of vowel sound. Still, reform is reform, and having courageously made all the *c*'s and *g*'s in Latin hard, we need have fewer scruples in dealing with our own language.

Vowels will still present a difficulty, but we are all accustomed to the use of the signs *˘* and *˙*. Let us learn that there are 'long' and 'short' vowels. That will at once double the number of our existing vowels. Let us rhyme *but* with German *gut*, and *flute* with *boot*. Or let us simply (*mūtātis mūtāndis*) adapt the new Latin pronunciation to our own language and our own literature. If our American and Australian cousins and our Indian fellow-subjects will join in the game, we ought to get a good deal of fun out of it. The Indians will be valuable partners. They were phoneticians hundreds of years before we attempted anything of the sort, and still pronounce Sanskrit with a phonetic rigour which

beats our own new Latin speech easily in its magnificent consistency.

But perhaps living languages cannot be changed at will, either in pronunciation or spelling? We can but try. Surely a change of pronunciation is more promising than a change of spelling. X.

P.S.—I fear Charles Lamb would raise the objection that reformed spelling

would diminish the number of possible puns. One of my small sons the other day reported of his French master, a popular member of the Association, that he had remarked, 'Il *nez* pas savant; he *nose* nothing,' without hearing his own pun! 'I only noticed it,' the boy added, 'because I have been doing Phonetics!' To such base uses can Reforms be put by irreverent youth.

### L'INSTITUT FRANÇAIS DU ROYAUME UNI.\*

Le rapprochement de la France et de la Grande Bretagne consacré par l'Entente cordiale rendait nécessaire la création d'un foyer favorisant leurs relations intellectuelles. Et pourtant il n'y avait à Londres aucune institution poursuivant ce but.

Un groupe de Français et d'Anglais, particulièrement conscients de cette lacune, se mirent à l'œuvre: ainsi naquit l'Institut Français. Son développement fut rapide: au bout d'un an il comptait plus de trois cents adhérents.

L'université, reconnaissant la valeur de cette initiative, lui donna son concours, et l'Institut Français du Royaume Uni fut rattaché à l'Université de Lille. Mais il n'en restait pas moins indépendant, car, si l'Université en contrôlait l'enseignement, les questions d'administration au contraire étaient laissées à un comité anglo-français présidé par Sir George Askwith.

De sorte que, chose sans précédent, le gouvernement français, témoignant une absolue confiance en ce comité, lui permettait de disposer à son gré de la subvention qu'il lui accordait par l'intermédiaire de l'Université de Lille.

M. Poincaré, Président de la

\* Résumé of a speech delivered by Mme. Bohn, at a meeting of the Modern Language Association on January 6, 1916, by Monsieur R. Vaillant, Avocat au Barreau de Lille, Professeur au Lycée de Londres.

République, inaugura officiellement l'Institut lors de sa visite au roi George V.

Depuis lors l'Institut organisa des départements répondant aux besoins différents d'un public varié.

1. Le Département Mondain offre chaque jour à ses membres des conférences littéraires.

2. La Faculté des Lettres assure la préparation—

(a) Du Certificat de Français, examen préparatoire dépendant de l'Université de Londres.

(b) Du Baccalauréat français de l'Enseignement secondaire, première et deuxième partie.

(c) De la Licence-ès-Lettres. Le London County Council, appréciant la valeur de cet enseignement, offrit à ses professeurs un certain nombre de bourses leur permettant de préparer des examens français sans abandonner leur travail.

3. Le Département Commercial assure l'enseignement de l'Economie Politique et du Haut Commerce. La Guerre a fait disparaître ces cours. Mais la section destinée aux Anglais continue à fonctionner activement: Huit cent treize employés du Post-Office sont inscrits parmi nos étudiants, ainsi qu'une centaine d'employés de la police.

4. Deux Lycées sont nés de la Guerre grâce à la générosité de M. Mond, qui a donné pour leur fondation la somme de mille livres sterling.



Plus de trois cent cinquante enfants et jeunes gens français et belges y ont retrouvé l'éducation et l'instruction dont ils avaient été sevrés.

La Compagnie London, Brighton and South Coast Railway nous a donné les locaux, situés 15 et 17, Buckingham Palace Gardens, tandis que le London County Council nous faisait don du mobilier. L'enseignement y est donné selon le programme universitaire français. Les résultats ont dépassé nos espoirs : En juillet, 1915, huit candidats sur neuf ont été reçus à l'examen de Baccalauréat, dès la première épreuve en Sorbonne.

Le rôle de ces Lycées est appelé à devenir plus important.

5. De la Guerre également, est né le Département Russe, fondé en collaboration avec la Russia Society, qui compte plus de quatre vingt étudiants.

6. Enfin l'Institut a organisé en province vingt-huit centres dans chacun desquels nous donnons six conférences par an.

7. Des subventions annuelles sont versées par le Ministère de l'Instruction publique et des Affaires Étrangères.

Ainsi l'Institut Français du Royaume Uni est appelé à un avenir de plus en plus important et brillant.

## CHRONIQUE FRANÇAISE.

La littérature sur la guerre est moins abondante en France qu'en Angleterre et, surtout, qu'en Allemagne—et les Allemands qui jugent de la qualité de l'esprit par la quantité de mètres cubes de papier imprimé ne manquent pas de signaler cette preuve nouvelle de la précellence de leur Kultur. Cette littérature est pourtant déjà assez abondante, et, naturellement, de valeur variée. Signalons deux des entreprises les plus intéressantes et les plus intelligentes.

L'éditeur Blond publie sous le titre de *Pages actuelles*\* une série de brochures toutes écrites par des hommes d'une compétence et d'une valeur indiscutables. M. Blanchon, un des meilleurs rédacteurs au *Journal des Débats*, résume sobrement la carrière et caractérise avec bonheur l'esprit du général Joffre et du général Gallieni. La brochure sur la *Cathédrale de Reims* est mieux qu'un résumé à la Baedeker de renseignements historiques sur la basilique : M. Mâle a écrit sur l'art religieux en France au 13<sup>ème</sup> siècle de très beaux livres, chefs d'œuvre de science française où l'érudition n'étouffe pas l'esprit, où l'échafaudage ne cache pas l'édifice, où l'édifice est vraiment un édifice ordonné par la raison et non un informe et énorme tas de pierres ; en quelques pages M. Mâle a su donner l'âme de cet art délicat et fort, si humain, qui a renouvelé au 13<sup>ème</sup> siècle et au cœur de la France le miracle grec. Un autre savant bien français, M. Camille Jullian, l'historien de la France gauloise et gallo-romaine, était bien qualifié pour parler de la

*Rectitude et Perversion du sens national* ; analysant l'histoire de la formation des deux nations, France et Allemagne, et la forme que prend ici et là le sentiment national, il montre d'une part ce sentiment puissant sans doute, pénétré d'amour mais aussi de raison et de mesure, et d'autre part l'hypertrophie du sentiment national allemand qui aboutit à une monstruosité, à l'atrophie, à l'effacement de tout ce qui est humain. M. Jullian, s'il excelle à animer et éclairer sa pensée par des rappels du passé historique qu'il connaît si bien, ne dédaigne pas de prendre des exemples dans le passé le plus récent. Le pangermanisme, montre-t-il, se fait aussi rétroactif, il veut conquérir le passé, et il le fait aussi par tous les moyens. C'est ainsi que César ayant déclaré que la Gaule avait le Rhin pour frontière, le dernier éditeur allemand de César, trouvant le passage gênant, l'a simplement supprimé comme apocryphe ; et son édition, tirée à cent mille exemplaires, apprend aux enfants d'Allemagne que la Germanie allait jusqu'aux Vosges. Aux fêtes qui célébrèrent le millénaire d'Arminius qui détruisit dans la forêt germanique trois légions romaines, 'on a déclaré, enseigné, imprimé, je mets la preuve à votre disposition, que l'histoire de l'humanité tenait en deux dates souveraines : la victoire d'Arminius sur les légions, la mort du Christ sur le sommet du Golgotha !' Il est amusant aussi de voir comment le poète bordelais Ausone et l'empereur gaulois Tétricus se sont métamorphosés, à la plus grande gloire de l'Empire, en un poète germanique, et un empereur germanique. M. Bergson, cherchant la signification de la guerre, trouve une occasion

\* Blond et Gay, 7, Place St. Sulpice. Chaque volume fr. 0.60.

heureuse d'illustrer son opposition favorite et fameuse du mécanique et du vivant, du tout fait qui impose son ordre du dehors et de l'ordre organique, qui se fait lentement, du dedans, et qui ne se détruit, ne s'use jamais.

Voici une autre collection \* qui s'inspire d'une idée qu'on ne saurait trop approuver ; elle est destinée à l'étranger et plus spécialement à l'Angleterre et aux pays de langue anglaise ; elle doit en donnant des anthologies des écrivains de la guerre français faire connaître l'âme française au dehors et à ce pays en particulier. Et si l'on veut—et qui ne le voudrait ?—que l'alliance d'aujourd'hui ne soit pas brisée demain par quelque malentendu, par ces froissements de sensibilité qui naissent, entre deux peuples, d'une incompréhension réciproque il faut que les esprits cultivés des deux peuples s'approchent pour apprendre à se comprendre, il faut soutenir et multiplier toutes les initiatives semblables à celle-ci.

Les deux premiers volumes de ces 'pages choisies' sont consacrés à Maurice Barrès et à Boutroux. M. Barrès, après la mort de M. de Mun, a accepté la lourde charge d'écrire l'article de tête quotidien de l'*Echo de Paris* ; charge d'autant plus lourde que Barrès n'a pas naturellement le génie journalistique, il n'a pas l'abondance aisée, oratoire, droite et noble du comte de Mun ; son lyrisme est préparé, préparé longuement de pensée, d'impressions, d'analyse et disposé selon un art très savant ; même les efforts qu'il a gravés d'un trait dur dans 'leurs Figures' ou 'dans le Cloaque' ne sont pas de celles qui s'improvisent. La grandeur des circonstances et la ferveur de sa passion patriotique ont porté et maintenu Barrès à la hauteur de sa tâche : tout, sans doute, n'a pas été également heureux dans cette collaboration quotidienne, même dans la pensée et l'inspiration—on peut regretter par exemple la campagne, vite interrompue du reste, pour la conquête de la rive gauche du Rhin. Mais souvent Barrès a touché aux plus hauts sommets ; c'est l'homme qui a voulu parler et qu'on entend, plus que l'artiste ; il semble que l'artiste ait eu comme honte de son art et ait voulu l'oublier pour être simplifié de tout le factice dans ces événements simples, terribles et grands ; pour être simple comme ces hommes des tranchées dont il parle, simple, sévère et dépouillé comme l'âme de la France. Mais, chose merveilleuse, cet art qui veut s'oublier, se renoncer en est encore plus beau ;

plusieurs des articles recueillis ici, tous peut-être, sont parmi les plus belles pages qu'aient écrites Barrès, et on est tenté de dire à chaque instant en le lisant, parmi les plus belles qui aient été écrites pendant cette guerre. Barrès y atteint enfin à la grande émotion humaine. C'est bien ici le terme du voyage par lequel le subtil égotiste, l'analyste ironiste, le romantique lassé et fiévreux est arrivé, par la découverte de son âme lorraine d'abord, puis de la Lorraine, puis de la France, à échapper à la dissolution dans le néant et à s'attacher au réel, à devenir enfin une des voix de la France. Est-il si long ce voyage ? Y a-t-il si loin qu'il paraît du *Jardin de Bérénice* à ce *Jardin de Lorraine* qu'on lira avec une admiration émue dans ce volume ? Le Barrès d'alors qui aiguisait sa sensibilité et défendait son âme contre la sagesse réaliste et étouffante de Charles Martin et *Sous l'œil des Barbares* ne préparait-il pas le Barrès d'aujourd'hui qui garde et défend le trésor secret des délicatesses françaises cette fois bien réellement sous l'œil, sous le canon des Barbares ? M. Boutroux est assez connu en Angleterre pour qu'il ne soit pas nécessaire d'en parler. Lui aussi, dans un autre domaine de la pensée philosophique, il représente la pensée française dans ce qu'elle a de plus probe, de plus compréhensif et de plus clair ; et le jugement qu'il porte sur l'Allemagne prend une force nouvelle quand on se souvient que personne en France n'a connu, étudié et même aimé autant que lui la pensée allemande, du temps où les allemands n'étaient pas encore les Boches.

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La guerre actuelle imposera bien des questions à ceux-là même à qui le souci de leur tâche journalière avait refusé jusqu'ici le loisir de se les poser. Pourquoi cette guerre affreuse qui réclame soudain leur vie, leur tout ? Pourquoi, en moins de cinquante ans, cette nouvelle invasion, Paris menacé, et aujourd'hui encore les allemands dans leurs tranchées à 80 kilomètres de la capitale. On s'arrête d'ordinaire aux causes les plus prochaines et qui semblent les plus claires de la catastrophe. M. Bainville sait que le présent n'est que le passé qui se continue et cherche plus loin et plus haut les causes, dans l'histoire des deux peuples \* une fois de plus opposés, France et Allemagne. Nous souffrons aujourd'hui parce que nos pères de la Révolution et du siècle passé ont permis, ont voulu l'unité du germanisme, détruisant ainsi l'œuvre séculaire des rois de

\* *Ecrivains français pendant la guerre.* Pages choisies—sous la direction de Mme. M. F. Baldensperger. Librairie Larousse, 13-17, rue Montparnasse, Paris. Prix 3 francs.

\* *Histoire de deux peuples — la France et l'Empire allemand*, par Jacques Bainville. Nouvelle Librairie Nationale, 11, Rue de Médicis, Paris. Fr. 3.50.



France. M. Bainville le montre en un résumé admirable de clarté et de force, la politique traditionnelle de nos rois avait été de maintenir dans l'impuissance politique la masse germanique, de 'tenir sous main les affaires d'Allemagne dans la plus grande difficulté qu'on pourra,' de s'opposer à l'unification par l'Autriche, puis par la Prusse. Le chef d'œuvre de cette politique a été ce traité de Westphalie, qui consacrait, réglementait, établissait l'anarchie allemande divisée savamment en une poussière d'états, en une mosaïque disjointe de 2,000 enclaves et de 200 états souverains ; et cette politique servait, en même temps que ceux de la France, les intérêts du monde à qui elle assura 150 ans de repos. La France allait détruire, au nom de principes abstraits et de sentiments généreux et aveugles, cette œuvre de politique prudente et réaliste ; et pensant rénover le monde, mettant avec des larmes d'attendrissement le germanisme en liberté, elle allait établir le règne de la force sans condition 'aggravé par la puissante concentration des Etats modernes et les ressources de la science,' déterminant une terrible régression en un siècle qui se vante si fort d'être celui du progrès.

Telle est la thèse ; elle vaut qu'on s'y arrête ; et le fait seul la recommanderait que M. Bainville est un des écrivains politiques qui ont vu clair et qui ont, depuis dix années, annoncé le conflit actuel. Mais est-il juste de faire ainsi de la Révolution un simple épisode, une coupure stupide dans l'œuvre de nos rois ; du principe des nationalités une simple erreur politique déplorable. C'est une organisation nouvelle du monde qu'a inaugurée la Révolution. Ce monde nouveau est en voie de formation seulement ; il se crée lentement, et la politique extérieure des nations démocratiques est en infériorité évidente tant que des peuples garderont la vieille politique de la Raison d'Etat, de la force et de la conquête. L'idéal vers lequel ce monde tend d'une société de nations, toutes en pleine possession de leur personnalité et librement associées suppose encore bien des années et peut-être des siècles d'une éducation difficile et d'expériences souvent terribles. Mais la paix qui sera ainsi obtenue sera d'une autre valeur que celle qui ne peut se baser que sur l'impuissance ou l'étouffement de grandes nations. Et laquelle des nations qui souffrent aujourd'hui voudrait revenir à l'ancien ordre, lequel des soldats des armées-nations voudrait qu'on le déchargeât de sa part de risque, de son droit à mourir soldat ? Du reste, les forces qui portent le monde dans cette direction sont d'essence religieuses et échappent à la critique de la raison autant que celles qui, aux premiers siècles de notre ère, achevaient de dissocier l'ordre romain.

La conclusion pratique du livre de M. Bainville, nous la trouvons dans celui de M. Dimier. On parle un peu partout—on parlait surtout il y a quelque temps—de détruire 'l'exécration unité allemande.' Mais comment ? En ramenant autant que possible l'Allemagne à ce qu'elle était avant son unité, 'aux Allemagnes,' d'il y a un siècle, répond M. Dimier. Sa grande connaissance de l'histoire allemande le sert dans cette tâche où il déploie une grande ingéniosité. La carte qui termine et résume le volume n'a pas sans doute la belle complexité de l'Allemagne des traités de Westphalie : elle a pourtant 22 couleurs distinctes, sans compter les 'territoires faisant retour à huit nations étrangères, 22 territoires rendus aux princes médiatisés, le villes libres et les enclaves !' Le jeu est intéressant, à l'égal d'autres 'jeux de la guerre' qui ont cours en ce moment en Angleterre ; est-il plus sérieux ? —Sans doute, il ne faut jurer de rien ; en histoire il se fait souvent du neuf en ressuscitant le vieux. Mais ce serait peut-être une illusion de croire que les allemands se résigneront si facilement à rentrer dans leur premier 'néant' et à troquer cette Allemagne dont ils sont si fiers contre ces Allemagnes 'dont l'heureuse faiblesse ferait la joie de l'univers.' Et puis il ne faut pas, même avec des ciseaux très savants, disposer des tronçons du serpent\* avant de l'avoir tué !

\* \* \* \* \*

Henry du Roure était une âme noble et délicate ; il avait été l'un des plus ardents et des plus lucides de ce groupe de jeunes gens du 'Sillon' qui avaient rêvé de concilier catholicisme et démocratie, de construire la cité d'amour et de justice que rêvent les socialistes avec les énergies morales que leur foi chrétienne entretenait en eux ; leur rêve vint se briser contre la condamnation de l'Eglise. Henry du Roure écrivit ce roman dans les mois qui précédèrent la guerre, dans les mois qui précédèrent sa mort ; à mesure qu'il avançait il y mettait plus de hâte, une sorte de fièvre : 'il semble qu'un avertissement mystérieux l'y invite. Comme il compte déjà ses jours ! la mort le talonne ; il l'entend, il l'attend. Ne croyez pas qu'il la redoute : mais il veut avoir achevé sa tâche pour la recevoir dignement, pour être tout à elle. Il ne sait pas de quel horizon du ciel elle doit venir, lente ou soudaine, pitoyable ou glorieuse, mais il sait qu'elle accourt de la part du Seigneur . . .' H. du Roure écrivait 'la vie d'un heureux' était atteint profondément d'une maladie mortelle, et il le savait ; il a eu en Lorraine, sur le champ de bataille, une

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\* *Les Tronçons du Serpent*, par Louis Dimier. Nouvelle Librairie Nationale, 11, rue de Médecins, Paris. Prix Fr. 3.

mort digne de sa vie, la mort qu'il avait méritée. M. Et. Lamy, dans son discours à l'Académie, le 25 novembre dernier, disait de ce livre : 'La lassitude des désordres devient la nostalgie des disciplines. Cette nostalgie est la beauté du livre où Henry du Roure raconte la *Vie d'un Heureux*.\* Un homme prêt à tous les honneurs parce qu'il a tous les scepticismes, a pris la carrière qui mène à tout. Il s'est fait dans la politique sa place et la première en songeant à

soi seul ; il pousse ceux qu'il méprise pour être servi par eux ; il ne se vend pas, mais il achète les autres et la réputation reste intacte de celui qui, avant de se marier, a une fille et l'abandonne, qui, marié, délaisse sa femme et prend la femme d'un ami. Un jour vient où ses joies l'humilient il en sent le vide accusateur, cette vie où il n'y a pas une bonne action l'épouvante, et ses remords lui apportent la foi.'

PIERRE CHAVANNES.

## FROM HERE AND THERE.

[The Modern Language Association does not endorse officially the comments or opinions expressed in this column.]

News has just been received of the death in action on April 10 last, round Verdun, of Mr. L. Lailavoix, L. ès L. (Paris), M.A. (London), Lecturer in French Literature in the University of Manchester. Mr. Lailavoix, who leaves a widow with two young children, joined his regiment on the outbreak of hostilities, and after much active service was promoted to the rank of *sous-lieutenant* some six months ago.

Professor L. E. Kastner and a few friends have decided to start on behalf of Mr. Lailavoix's widow and children a fund which will not be limited to members of the University of Manchester. Subscriptions should be addressed to the Treasurer, Lailavoix Fund, the University, Manchester.



We regret to announce the death of Professor John Lawrence, Professor of English at the Imperial University of Japan, which occurred suddenly on March 12. He had been a member of the Association since 1897.



## INTER-SCHOOL COMPETITION IN FRENCH READING AND RECITATION, LEEDS.

Arranged by a Joint Committee of Headmasters, Headmistresses, and Members of the Yorkshire Branch of the M.L.A., the Fourth Annual Competition in Reading and Recitation took place at

\* *Vie d'un Heureux*, par Henry du Roure. 2ème Edition. Fr. 3.50. Plon-Nourrit Editeurs, 8, rue Garancière, Paris 6ème.

the Girls' Modern School, Leeds (by the courtesy of Miss Garbutt and the Leeds Education Committee), on Saturday, March 25, 1916.

The Regulations were as follows :

*Section I., Class A :* Open to Candidates under thirteen on July 31, 1916, who began French in September, 1915.

Memory Test : *La Cigale et la Fourmi* or *Au Clair de la Lune*.

Prepared Reading Test : 15-17 lines from *Choix de Lectures* (Passy), No. 26, from 'il e midi' to 'sa sra si si ló' ; or *Première Année* (Kirkman), Leçon XXVIII. and part of XXIX., from 'le:r dy de:æne' to 'kō'tā de mæsjø ʒā byl fis' ; or *Histoire de M. Blanc* (Macmillan), Chap. II., p. 129, from 'bō'ʒu:r, mæsjø,' to 'ʒe rgarde lōrlo:ʒ de la kuizin.'

Phonetic text optional, but recommended. (N.B.—All Candidates but one read from a phonetic text.)

*Section I., Class B :* Open to Candidates under thirteen on July 31, 1916, who began French before September, 1915.

Memory Test : *Le Corbeau et le Renard*.

Reading Test : 15-17 lines of Conversation from any Reader in use.

*Section II. :* Open to Candidates under fifteen on July 31, 1916.

Memory Test : *Le Loup et l'Agneau*.

Reading Test : 25 lines of Narrative and Conversation from any Text in use.

*Section III. :* Open to Candidates over fifteen on July 31, 1916.

Memory Test : *Le Héron* (La Fontaine).

Reading Test : 45 lines from any Text in use.

## GERMAN.

*Section I. :* Juniors who began German in September, 1914.

Memory Test : *Das Schloss am Meer* (Uhland).

Reading Test : 25 lines from the Reader in use.



*Section II.* : Seniors who began German before September, 1914.

Memory Test : *Die Grenadiere* (Heine).

Reading Test : 45 lines from any Text in use.

Candidates failing to satisfy the Examiner in the prepared tests will not be eligible for the sight-reading tests. The Committee feels very strongly that the Competition would lose greatly in value if in any Section the preparation should degenerate into the private or particular coaching of one or two members of a Class. In all Sections the whole Form should be prepared, and from the Form the Candidate should be chosen.

Thirty-six Candidates, representing twelve Schools, competed ; and the prizes were awarded as follows :

*Section I., Class A,* to Mirfield Grammar School.

*Section I., Class B,* to Pontefract High School (Girls).

*Section II.* to Normanton High School (Girls).

*Section III.* to Bingley Girls' Grammar School.

Mr. L. von Glehn again kindly acted as Adjudicator, and it is satisfactory to record that not only did he find the average level higher than last year, but that he ' especially commended the remarkable degree of excellence in articulation attained in Section I. after only two terms' work.' He adds : '*It is a feat which amply justifies all that has been claimed for the advantages of a purely phonetic introduction to the foreign language,* and speaks volumes for the ability and care with which the Phonetic teaching is done in the schools concerned.'

It was even more satisfactory to note the very marked improvement in standard attained by the Senior Section. Of ten competitors, only three obtained less than 60 per cent. marks, and the first seven were distinctly good, the prize-winner obtaining 82.5 per cent. on the three tests : Recitation, Prepared Reading, and Unprepared Reading.

Owing to various reasons, all more or less connected with war conditions, fewer schools were able to take part than usual—only twelve, as against eighteen and nineteen of previous years ; and at the last moment the German Sections had to be thrown out, there being only five entries.

It is evident, nevertheless, from the keenness of the schools competing, that the value of the competition, not only as an actual record of progress, but as a stimulus to still more careful work, becomes each year more widely felt and appreciated ; and it is certainly not too much to say that, in that appreciation, the part of the competition most highly valued is the criticism and encouragement of so just and able an adjudicator

as Mr. von Glehn. His report practically sets the standard for each succeeding year.

L. H. ALTHAUS.



#### EDUCATION REFORM CONFERENCE.

Sir Henry Miers presided at a well-attended Conference on Education Reform, which was held on April 8, by invitation of the Teachers' Guild Council, in the Library at 9, Brunswick Square. The audience was composed of persons who had done work of value in the various branches of education, together with a few who held high positions in the world of commerce. The main object of the meeting was to appoint an Education Reform Council charged with the duty of investigating and reporting. A programme of comprehensive research was approved, and authority was given to act, either alone or, where possible, in co-operation with educational associations or bodies having similar aims.

The speakers included Sir Henry Miers, who presided, Sir Albert Rolitt, Miss Cleghorn, Dr. Garnett, Mrs. Cadbury, the Rev. Dr. Lyttelton, Miss Robertson (Christ's Hospital), Mr. Reynolds (Manchester), Professor Gregory (British Science Guild), Mr. A. C. Coffin (Bradford), Professor Whitehead, Dr. Rouse, the Rev. Canon Masterman, Mr. G. P. Dymond (Plymouth), and Mr. J. S. Thornton. The following officers of the Council were appointed : President, Sir Henry Miers ; Vice President, Professor Gilbert Murray ; Chairman of Council, Dr. William Garnett ; Hon. Treasurer, Miss H. Busk ; Hon. Secretary, Mr. G. F. Daniell.

Since the meeting a Council has been formed, and nine Committees are to be appointed to deal with the various aspects of the education question.



OXFORD.—The following elections have been made to Scholarships and Exhibitions at Somerville College—To a College Scholarship of £40 for three years : E. M. Starkie, Alexandra College, Dublin (French). To College Exhibitions : D. E. Wallace, Malvern College for Girls (English). To an Honorary Exhibition : H. Longdon, Queen Margaret's School, Scarborough, and private study (History). Highly commended : J. E. Scott, Glasgow University (French) ; E. Middleton, Lincoln High School (History).



CAMBRIDGE.—At Trinity College the following appointment has been made : Recommended for Exhibitions : O. M. Girdlestone, for Modern Languages.

At Girton College, the Barbara Leigh-Smith Bodenham Scholarship has been awarded to Miss M. E. M. Moore (Wimbledon Hill School) for French.



The death is announced of Dr. William Knight, Emeritus Professor of Moral Philosophy in the University of St. Andrews. He was a great lover of the poets, but particularly of Wordsworth, on whose life and works he was recognized as the leading authority. His publications include *Wordsworth's Poetical Works and Life* (11 vols., 1881-1889), *The English Lake District as Interpreted by the Poems of Wordsworth* (1878-1891), *Through the Wordsworth Country* (1892), *The Works of William Wordsworth and Dorothy Wordsworth* (12 vols., 1896-1897), and *Dove Cottage from 1800 to 1900*. Among his later books are *The Browning Centenary*, 1912; *Prayers, Ancient and Modern*, 1912; and *Pro Patria et Rege, Poems on War*, 1915. To the trustees of Dove Cottage, Grasmere, the old home of Wordsworth, he presented in 1898 all the editions of Wordsworth's poems in his possession, and many Wordsworth portraits, engravings, manuscripts, and letters.



#### OXFORD AND RUSSIAN UNIVERSITIES.

(From the *Morning Post*.)

SIR,—At Oxford at least members of Convocation have it in their power to take a step which will not entail any legal or financial difficulties upon either the University or the Colleges, but which will serve to show our Allies what the true sympathies of educated Englishmen are. Under a statute passed in 1904, Convocation may at any time by a simple vote affiliate any foreign University. All the Universities of the French Republic, many of those in the U.S.A., and, I regret to add, all German and Austrian Universities, have been affiliated, together with those of Switzerland, under this statute. The students of Universities thus affiliated to Oxford enjoy important privileges as to taking courses of study, degrees, and the like, which have already served to attract to Oxford many foreign students.

Let Convocation now pass a vote to invite the Russian Universities to become affiliated to Oxford. Russian students, of whom very many pass part of their time of study abroad, have hitherto resorted mainly to German, Austrian, and Swiss Universities. Some have gone to Belgium and to Paris, but comparatively few have come to England. Let us seek to draw them to our Universities. We shall thus confer

a lasting benefit both upon Russia and upon ourselves. Boys who have heard the chimes at midnight together do not forget such ties when they become men, and closer intercourse between the educated classes of the two nations will do much for both. It will be of great advantage to English trade if English students can either be attracted to Russia or induced to study Russian in England. To Russia and to the men who are destined to take the lead in Russian constitutional life and thought in the near future, a knowledge of the best forms of English intellectual life will mean much. To such men the Oxford Schools of Law and History would be of real value.

An honoured member of the University of Oxford, Professor Vinogradoff, who was formerly, I believe, employed in the Russian Ministry of Public Instruction, and is himself a Russian, would be fully qualified to give Convocation every information necessary to guide its deliberations, so that its members could vote on such a motion with a full assurance of knowledge of the subject.—Yours, etc.,

HUBERT READE.



'Very few Italians study the English language, and still fewer English people study Italian; yet to start an active business it is important and necessary for both seller and buyer to understand the other. The future commercial travellers must be well versed in both languages.'—Professor Luiggi, President of the Italian Society of Civil Engineers, in a lecture delivered before the Roman Branch of the Patriotic League of Britons beyond the Seas, April, 1916.



LONDON.—A long vacation course for students and teachers of French will be held at University College, London, from August 7 to August 26, under the direction of Mr. Daniel Jones, M.A., University Reader in Phonetics. The course will include lectures on the methods of language teaching and on French phonetics, together with daily ear-training exercises and practical classes in pronunciation. Particulars may be obtained from the Secretary of the College.



#### THE STUDY OF FRENCH.

(From the *Morning Post*.)

M. CAMBON ON INTERNATIONAL SYMPATHY.

The French Ambassador, on the occasion of the distribution of the prizes awarded in the thirty-first annual competition of the National Society



of French Masters in England, said that the study of French in England and English in France had done much to develop international sympathy. In the nineteenth century there was much rivalry between England and France, accompanied by struggles which were sometimes very sanguinary. But before that century closed the two countries came to recognize that in many essential respects their interests were identical, and gradually they came closer together, though now and then there were temporary misunderstandings. If anything remained to strengthen the bonds of sympathy between the two nations, it was the present war, in which English and French soldiers were fighting side by side for the noblest of causes—the defence of European right and liberty. The entire world admired the self-abnegation and tenacity of those who were fighting for that cause. From this war would spring an Anglo-French understanding so solid as to be indestructible, and making for humanity, progress, and liberty, throughout the world.

The Lord Mayor said the intimacy and affection of the French and the British peoples would be so infinitely increased by their having fought together, shoulder to shoulder, in this war, that a knowledge of each other's language must in future be a definite and compulsory part of the curriculum of every college and school in both countries, and must be treated as indispensable in every vocation of life. French must in the years to come not only be the language of diplomacy, but, in unison with our own, the language of trade, commerce, and everyday life. He was afraid that the English were not, as a nation, good linguists. Probably the French masters had a somewhat uphill task, but when he looked at the long list of prizes and certificates won by young pupils of schools in this country, and saw before him so many of the winners, he felt encouraged to think that, with time, perseverance, and patience, the English might, after all, acquire a better reputation as linguists than they had enjoyed in the past.

After speeches by M. B. Minssen, President of the Society, and M. Albert Barrère, Secretary of the Examination Committee, the prizes were distributed by the Lord Mayor and Lady Mayoress. Two Sèvres vases offered by the President of the French Republic were received by Abbot's Hill School, Hemel Hempstead, and Bishop's Stortford College. The winners of two gold medals offered by the French Minister of Public Instruction were Miss V. Molson, of Manor House School, Brondesbury, and Mr. H. Tommony, of Preston Catholic College. The French Ambassador himself gave two prizes for conversation. One was awarded to Miss R. Gulbenkian, of Allenswood,

Wimbledon Park, and the other to Mr. C. Furlonger, Hazelcroft, Weston-super-Mare.



#### CERVANTES CHAIR OF SPANISH.

(Has appeared in chief daily papers.)

SIR,—We venture to hope that you may give us your valuable help in carrying into effect the following proposal: Friendship and community of economic interests have during the past years linked Great Britain with Spain and Spanish-speaking countries by the strongest of ties. Yet it will scarcely be credited that in London, the centre of the Empire, there is no Chair of Spanish Language and Literature, nor any organization for their teaching worthy of the country of Cervantes, and commensurate with the gigantic business relationship that exists between Great Britain and Spanish-speaking lands. There is now a unique opportunity to deal with the question, alike from the standpoint of sentiment and from considerations of commerce and industry.

By a happy coincidence—a most propitious omen—the Tercentenary of the death of Cervantes synchronizes with the Tercentenary of the death of Shakespeare in April-May of this year. Our proposal is to found in the University of London, King's College, a Professorship of Spanish Language and Literature, which will be associated with the name of Cervantes, and form the apex of a well-equipped Department of Spanish. Such a department will have practical aims, and will seek to deal not only with linguistic studies, but with the history and laws of the various Spanish-speaking States, their finance, and their social customs. We feel sure that those who are engaged in industrial and commercial enterprises with Spanish-speaking countries are fully alive to the vital issues involved, and that they will readily recognize that the creation of the proposed Cervantes Professorship is most opportune, and should be carried through in the present spring. We are happy to state that His Excellency the Spanish Ambassador has done us the honour of accepting the position of Honorary President of the General Committee and Honorary Chairman of the Executive, and that Their Excellencies the Ministers for Argentine and Chile have been good enough to consent to be the Honorary Vice-Chairmen of the Committee.

For the purposes of endowment the Committee hope to obtain a capital sum of at least £20,000, and we appeal for subscriptions. Donations should be made payable to the Hon. R. C. Parsons, account 'Cervantes Professorship Fund,' Messrs. Coutts and Co., 440, Strand. Communi-

cations may be addressed to the Honorary Secretary, Professor I. Gollancz, King's College, Strand.

MAURICE DE BUNSEN (*Chairman of the Executive Committee*); OLIVER BURY (*Vice-Chairman*); R. C. PARSONS (*Treasurer*); A. E. BOWEN, R. M. BURROWS, C. W. FIELDING, A. P. GOULD, ROBERT HARVEY, STANLEY M. LEATHES, PEDRO SUAREZ, FLETCHER TOOMER, D. SIMSON (*Other Members of the Executive*); I. GOLLANCZ (*Hon. Secretary*).



The Civic and Moral Education League has completed arrangements for a Summer School of Civics at Aberystwyth, which will be of interest to a wide circle of teachers, social workers, members of local government bodies, and others interested in public affairs.

The arrangements are made in co-operation with the University College, Aberystwyth, and the meeting will last for a fortnight, from August 5 to 19. They include a course of lectures on the Theory of the Citizen's Life and Duties, part of which is being given by Professor J. H. Muirhead, of Birmingham University; and a course on the Civic Institutions of Great Britain, by Mr. Alexander Farquharson, Secretary of the Civic and Moral Education League.

In addition, it will be open to students of the school to attend a very interesting course of lectures on the Characteristics and Environment of the European Nations, by Professor H. J. Fleure, of Aberystwyth. This course is one of those in the Summer School of Geography, which is also being held at the University College this year.

These courses, each consisting of ten lectures, will occupy the mornings. The afternoons will be given to excursions, during which the life and organization of Aberystwyth town and district will be studied, along with places and buildings of historical interest in the neighbourhood. Joint excursions with the School of Geography will give opportunities for seeing some of the beautiful scenery of the surrounding district.

A series of evening lectures is being arranged, in which it is hoped to secure the services of Professor Patrick Geddes; Mr. Tom Jones, of the Welsh Insurance Commission; Mr. Ernest Barker, Fellow and Tutor of New College, Oxford; Mr. Lleufer Thomas; and Dr. F. H. Hayward, Inspector under the L.C.C., and several other well-known lecturers.

Further interest will be given to the meeting by the fact that the Welsh National Eisteddfod is to be held in the middle of August at Aberystwyth.

The aim of the meeting is to promote civic

ideas among all interested in education and social progress, and particularly among teachers.

Aberystwyth offers many attractions as a holiday resort, apart from the meeting. It is very pleasantly situated on Cardigan Bay, and is surrounded by beautiful country, while there are very good facilities for sea-bathing and other seaside attractions.

Arrangements are being made for students of the Summer School to stay at the Alexandra Hall, which is the hostel in connection with the University College, at very moderate terms.

Those who wish to take part in the meeting are asked to communicate as soon as possible with the Secretary, Civic and Moral Education League, 6, York Buildings, Adelphi, W.C.



#### ON ACTIVE SERVICE.

Mr. A. G. Kenchington, of Erith County School, Kent, is serving as Captain in the 7th East Kent Regiment (Buffs).

Mr. T. Callie, of Strand School, Brixton, S.W., is serving as Second Lieutenant in the 8th Battalion Northamptonshire Regiment.

The name of Mr. E. Renault, Liverpool University, should have appeared in the Active Service list. He has been with the French Army since April, 1915.



We give some extracts from an article in *The Times Educational Supplement* of February 4, on 'The Learning of Russian':

First, to meet a popular prejudice, it should be stated that Russian is not as difficult a language even as German. The greater number of letters in the alphabet is an advantage rather than a drawback, as it enables the language to be spelt almost phonetically, and thereby renders the acquisition of the pronunciation much easier. Russian is, in fact, the most phonetically spelt language in Europe, not excluding Italian. The principal difficulty is the accidence. But accidence is precisely that part of a language which should be, and is, after some practice acquired by unconscious habit rather than by deliberate mental effort. The syntax, which forms such a formidable obstacle in the later stages of learning French, is of infinitely greater simplicity than that of German. The idea that Russian cannot be learned in a sufficiently short time to make it worth while being attempted for a three years' course at the University is a mere superstition, fostered by people who have never tried to learn it.

A more serious objection of educationists, in-



cluding school-teachers as well as academic teachers, is that Russian is an educational instrument of inferior value to German. It is clearly necessary to distinguish here between scholastic and academic teaching with regard to the term 'educational value.' If it means mental gymnastics, Russian will do just as well as German to train on. Russian accidence is even more highly inflected than German, and its conjugations offer logical niceties in the 'aspects' of the verb which German cannot match and which more resemble Greek. From the academic point of view, people do not, or should not, learn languages to exercise their minds on, but as avenues of understanding to other nations' minds, histories, literatures, and civilizations. It is here that educationists with considerable show of reason proclaim the superiority of German. It is true that Russia has no philosophers to show like the long series from Leibnitz to Schopenhauer. Russia has never flooded the world with scientific periodicals. Russia has never attempted to become either an international commission agent or the self-appointed apostle of deliberate culture. But, in spite of this, she has a history as well as Germany; a history which by mere contrast to that of the West is of considerably more interest and, for the student, of higher and educational value. Her literature is just as old—or just as recent—as Germany's, and has produced masterpieces and literary artists in the nineteenth century which Germany cannot rival. Her geographical compass and commercial relations and economic life are, if less intensively cultivated, more extensive than those of Germany; and for the ethnological student her mere size and the conglomeration of her races, equalling that of the British Empire but united in one stretch of country instead of being scattered over the globe, offer a subject of interest and study which Germany cannot touch. Her science is by no means as despicable as Germans would have us believe;\* and even her philosophy, so largely influenced by that of Germany, has the advantage of conveying all that Germany has had to teach in that field, refracted by the medium of minds of as much philosophical temper and an infinitely stronger 'meta-physical passion.'

This pean of praise, it will be said, leaves all the dark parts of the picture in the shade. It does. But so do the panegyrics of German culture, as people have discovered; and it frankly aims—as do the others—at pointing out the advantages, not the drawbacks.

To come to practical questions. The first

necessity is the training of a really competent class of agents, commercial travellers, and representatives of firms knowing the language and able to familiarize themselves with local needs and habits. The Russians are most anxious to establish connections with England and to escape from the unbearable tutelage of German industry and commerce. Managers of works, engineers, correspondents are as urgently wanted as agents representing British concerns. And unless we are able to produce men capable of filling such posts, say within the next two years, the Russians will of necessity, and however reluctantly, have to avail themselves again of German assistance, which Germany's geographical proximity and their own industrial backwardness have forced upon them in the past.

It is here that the Universities can help much. The University man is the kind of person wanted for this particular kind of work, which demands not only business ability but breadth of outlook and of education. To relegate the study of Russian to commercial schools, as is so often urged, is only another instance of the pitiable lack of understanding of what education means and of the consequent uncritical attitude which worships specialization while distrusting experts. It is here that we can learn a good deal from the enemy. In 1806, in the midst of the Napoleonic catastrophe which overwhelmed Prussia, the University of Berlin was founded. But we propose to economize on education and engage amateurs to do the work of experts.

One word as to students of Russian and of modern language in general. The argument one constantly meets against the study of Russian and other languages is that it leads nowhere. It is, indeed, the melancholy truth that the one career open to men and women who graduate in foreign languages is a scholastic one (either in schools or in colleges); it is, besides, a profession that is rapidly becoming overcrowded. The fault for the existence of this depressing situation lies largely with the Government, which practically closes the Civil Service to such men by penalizing modern languages, while placing a premium upon classics. It would be almost ridiculous, if it were not so sad; for if there is any mental outfit worth having in a Government official it is that which could be best imparted by the study of foreign languages, modern history, and contemporary civilizations. But even with the Civil Service closed and the teaching profession overcrowded, a business career is still open to modern language students. And it is here that Russian promises fair to be one of the most profitable and brilliant openings for any young man of initiative and enterprise.

\* Much understated; her list of great men is almost as distinguished as that of Germany.—ED.

## CORRESPONDENCE.

[The opinions expressed in this column are those of individual contributors, for which the Association takes no responsibility.]

## SPELLING REFORM.

TEACHERS have perhaps not always realized that the movement towards spelling reform is practically a teacher's movement—that is, it must be supported by teachers if it is to be successful. The man in the street has forgotten how much trouble he had in learning to spell, or, if he remembers, is unwilling to part with an accomplishment which cost him so much time and effort. He does not realize how crowded is the school curriculum, how unwilling the teacher is to spend time on the unessential, how heavy is the handicap on the British child as compared with the children of other nations. He does not realize, moreover, that thousands of children leave our schools without having mastered the art of reading easily, a very different thing from merely learning to read. But the teacher who regards his work from the cumulative standpoint knows all this, and in many cases his sense of humanity and the value of time leave him with at least an open mind on the question of spelling reform.

The elementary teachers have their spokesman in Mr. W. B. Steer, President of the National Union of Teachers, who says, writing in the official organ of the Union, *The Schoolmaster*: 'I want the Union to do something practical, something that will be a real help to the teachers by securing a little relief.' Among the reforms he proposes are 'program' for 'programme,' 'plow' for 'plough,' and the obliteration of the bewildering distinction between 'ant' and 'ent,' 'or' and 'er,' 'cede' and 'ceed.' 'There are other similar possibilities,' he concludes, 'but the foregoing are enough for a first attempt. I believe that they could be made the ground of a reasonable and successful appeal to the Board of Education, and that if their approval can be obtained, it would be a comparatively easy thing to obtain the support of publishers and writers of school books. The whole-hoggers may declare that I am merely tinkering with the problem. I agree, but I am convinced that we must proceed by small steps, and even the few reforms suggested above would save much time, much worry, and many children's tears.'

IRENE MONTAGU.

## FOREIGN LANGUAGE TEACHING.

The question as to how a foreign language should be taught, so as to serve a lasting purpose and

make the absorption of the knowledge (both grammatical and practical) as little irksome as possible, has been in the minds of many for some time past. Therefore I venture to draw the attention of those occupied with instruction to a simple method whereby pupils make satisfactory progress. Above all things, a lesson should be made interesting, so as to induce learners to pay the necessary attention. Let us suppose that French is to be taught to a class of about a dozen pupils, aged between fourteen and fifteen years (this number of pupils should NEVER be exceeded, if good results be desired). Copies of a picture, representing, say, a well-furnished dining-room (the question of food generally awakens attention), are handed to the pupils, the teacher retaining one. Next, the teacher should give a written description thereof on the blackboard, naturally using easy words and simple construction at the outset, whilst gradually rendering the context of sentences more difficult as the pupils advance. When the blackboard has been three-parts filled, the analysis of the foregoing is taken in hand.

The verbs in the infinitive, past and present participle, are given in rotation; the formation of adjectives, from the positive to the comparative and superlative, is illustrated; the meaning of accents is drawn attention to, etc. For instance, the teacher might write, and at the same time correctly pronounce, the following:

'Le tableau nous montre une salle à manger. Nous voyons la grande table, six chaises et une chaise longue. La nappe couvre la table. Le buffet est placé contre le mur. Un miroir est au milieu du buffet. Le parquet est couvert d'un tapis. Une belle lampe est suspendue au-dessus de la table. Le petit bureau est dans le coin.'

le (mas.), la (fem.), les (plural). No neuter in French.

montrer, montrais, montré—voir, voyais, vu.  
couvrir, couvrais, couvert—placer, plaçais, placé.  
être, étais, été.  
grand (m.), grande (f.)—beau (m.), belle (f.).  
plus (comparative), le ou la plus (superlative), etc.

The necessary explanations having been given until thoroughly understood, the pupils should then be directed to copy the lesson on the blackboard correctly into their own notebooks, for future reference. Then each in rotation should read aloud what he or she has written, under the teacher's correction, and as home work the



substance should be committed to memory, and repeated from memory in the forthcoming lesson.

As the picture subjects are almost limitless, a large amount of practical knowledge can thus be instilled interestingly, in lieu of adopting the dry methods hitherto so much in vogue. Naturally, grammar must not be neglected, but should be taken gradually, and carefully illustrated by examples in construction on the blackboard. The fact of copying the matter written thereon impresses the orthography, and also the construction of sentences in a foreign tongue, upon the mind. As soon as possible the lessons on the blackboard should serve as a dictation lesson, the pupils being instructed to write down only such words as are known to them, leaving blank

places for the new words, which must be copied subsequently from the blackboard.

Practical experience has proved that to translate from the mother-tongue into a foreign language is an incorrect method to adopt, until the language to be learnt is fully mastered; for quite naturally the student, on commencing, THINKS in his or her mother-tongue, with the invariable consequence that faulty construction follows. Were pupils directed to translate from the language to be learnt into the mother-tongue, a direct advantage would result; but the translation should be made 'verbatim,' with no attempt to render into good English, thereby leaving the differences in thought and construction more clearly apparent, and better retained than in any other way.

C. H. RASCHEN.

## REVIEWS.

[*The Association does not make itself officially responsible for the opinions of reviewers.*]

*Ein Praktischer Anfang.* By M. E. MANFRED. The Course, 234 pp. Appendix: Grammar, Questions, Series, 43 pp. German-English and English-German Vocabularies, 43 pp. D. C. Heath and Co.

This is an interesting book, and one that will well repay examination, even by those who for various reasons would not adopt it. At the beginning of a clear exposition of his methods in the preface Mr. Manfred says: 'The aim of this book is to teach grammar according to the "direct" method by means of an everyday vocabulary.' Nouns, adjectives, etc., are taught by means of objects, verb-forms by means of action—i.e., by about twenty series, as in the Gouin method, and noun-inflections by means of sentences. The vocabulary is grouped around *die Schule, das Haus, and die Stadt*. Each lesson is to occupy three days, leaving two a week for a reader. Imperfect and perfect tenses are introduced early, but compound verbs are postponed. Practical hints are given for the application of the method to class-work in grammar and in the reader, great weight being attached to the free use of the blackboard, and the co-operation of the pupils. The vocabulary consists of about 1,500 words, and there are a dozen woodcuts. There are twenty-seven lessons, containing eighteen *Lesestücke*, the average length of each lesson being eight and a half pages. The appendices contain a classification of the grammar, vocabularies, and series used in the course of the book.

The author advocates the use of German entirely, even in the elucidation of grammatical difficulties. This leads to waste of time, especi-

ally in large classes. The length of each lesson is excessive, and too little is left to the teacher; as a class-book much might be omitted without loss of clearness, and with a saving of space. The vocabulary is long for a first-year course, and in parts too detailed. But a more serious fault is the absence of phonetics. The old-fashioned method is used of attempting to represent German sounds by means of English symbols. The vowel sound in *Freund* is hardly the same as that in *oil*. The trilled *R-Laut* is referred to as if used only on the stage. The pictures are hardly up to the standard of the rest of the book. The type is clear and agreeable to the eye.

If this book is typical of the thoroughness of Americans in working out their methods, it will repay English students to devote some time to the investigation of these methods.

*La Maison aux Panonceaux.* Par LADY FRAZER (MRS. J. G. FRAZER). Avec des Exercices et un Lexique par A. WILSON-GREEN, M.A. Pp. vii+122. University Press, Cambridge. 1915.

Good wine needs no bush, and a new French story by Lady Frazer needs no reviewer's praise. This is a charming story of French provincial life, in a more serious vein than *La Famille Troisel*, but comparable to it for the masterly combination it presents of an easy flow of interesting narrative and an abundant vocabulary. This almost unique quality of Lady Frazer's books, due to the fact that in her the skilled artist and the skilled teacher meet, is one that cannot be too strongly insisted on, as it puts her books on a level very rarely attained by other

texts specially written for our schools. Covering as they do both the elementary and the intermediate stages of study, they lead the pupil from the earliest beginnings right up to the point where he or she should be introduced to the French classics of the nineteenth century. This text will be read with most advantage towards the end of the intermediate stage, when the pupils are beginning to feel at ease in the vocabulary of everyday life; and in this connection we would warn teachers against supposing that Mr. Wilson Green's Junior Texts are not for this stage. The exercises are excellent, and we are glad to see they contain no passages for retranslation. The *questionnaire* provides just what is needed for summarizing the story *au fur et à mesure*.

*Deutsche Lektionen nach der Gouin Methode.*  
Erstes Buch für Kinder. By F. THÉMOIN and  
R. O. GERCKE. 120 pp. Hachette and Co.

Based on the Gouin series method, this book will be valued by those who are convinced of the advantage of this system. An index for grammar renders it easy to find the detached portions, and paradigms for verbs are given. The material is suitable for beginners, and in the hands of an enthusiast should give good results. Not a word of English is contained within the covers. The book is clearly printed, but the glazed surface dazzles the eyes.

*Für Kleine Leute.* By ANNA T. GRONOW. The Course, 151 pp.; Notes and Games, 14 pp.; German-English Vocabulary, 28 pp. Ginn and Co.

An inspection of this book proves the truth of Miss Gronow's claim that all the lessons have been subjected to the test of use in the classroom. This circumstance gives reality to them all. The lessons are to be taught at first orally; they are short, only a few new words are introduced in each, and they are to be memorized. Many jingles are included, most of them in prose order—a distinct advantage. The stories are simple and dramatic, so that the children can play them, and by constant repetition impress the sentence-vocabulary firmly in their minds. Admirable, too, are the *Spieellieder*, of which there are about

a score. Most of the lessons are illustrated. As the book is evidently meant for very young children, there is no systematic grammar, but the author warns teachers to insist upon accuracy, especially in the use of inflectional endings.

A bright, charming little book, which will require a 'live' teacher to teach it successfully.

*Spindrift: Salt from the Ocean of English Prose.*  
Edited by GEOFFREY CALLENDER, M.A. Pp. xv+417. Price 3s. net. Cambridge: At the University Press.

This is an anthology, arranged in chronological order of publication, in which the author seeks to show how the masters of English prose have been affected by the sea. It is rather surprising to find that no less than some sixty well-known authors have one or more selections to their credit. Hakluyt and Smollett have each seven. Captain Marryat follows with six. The volume begins with Wycliffe's translation from the Vulgate of 'The Story of Jonah' and ends with Froude's 'Drake.'

*Gorsse et Jacquin: La Jeunesse de Cyrano de Bergerac; with Notes and Retranslation Exercises, and a Full French-English Vocabulary.* By T. B. RUDMOSE-BROWN, M.A., Professor of Romance Languages in the University of Dublin, and KATHLEEN M'LINTON. Pp. vii+237+38 notes+80 vocabulary+48 exercises. Hachette and Co.

This amusing and interesting, though largely apocryphal, story of the famous Cyrano will be welcomed especially by those who aim at having a text which gives a social picture of a period. This one gives a good idea of social life and ways in the seventeenth century. The story is in the form of a novel, with abundance of idiomatic conversation. The notes are particularly well done. There are no unnecessary grammatical explanations or translations of phrases. They are chiefly confined to allusions to seventeenth-century customs and literary history. The retranslation exercises are also good and ample, but we do not think that a full French-English vocabulary is necessary or desirable. The book would be very suitable for rapid reading in the upper forms.

## MODERN LANGUAGE ASSOCIATION.

At the meeting of the Executive Committee held on March 25 it was agreed that the question of the attitude of the Association towards the teaching of German and other modern languages should be submitted to the General Committee. A meeting of the General Committee for this purpose will be held at University College, W.C., on Saturday, May 27.

The following new members were elected: Miss M. Carter, County Secondary School, Poplar, E.; Miss M. W. Johnson, B.Sc., Ripon High School; Miss G. I. Scott, M.A., Barnsley High School.

The Hon. Secretary has returned to his permanent address, 7, South Hill Mansions, Hampstead, N.W.



# MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN  
LANGUAGE ASSOCIATION

EDITED BY J. G. ANDERSON

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VOLUME XII. No. 4

June, 1916

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## DR. BRADLEY ON SPELLING REFORM.

THE subject of this paper is an address delivered before the Historical Congress of 1913 at South Kensington by Dr. Henry Bradley, one of the editors and authors of the *Oxford Dictionary*, on 'The Relations between Written and Spoken Language, mainly with Reference to English'—an address afterwards issued as a pamphlet by the British Academy, of which Dr. Bradley is a member, with an appended note on Spelling Reform. It contains an interesting and suggestive discussion of its subject, and well deserves to be studied by all who care for the English language and its future development, whether as spoken or in its literary dress. Although it is not primarily concerned with Spelling Reform, the greater part bears so closely on that question that I shall here take leave to pass over the rest with but summary notice, and treat the whole as a judicial summing up of the arguments on both sides, with final judgment against any reform of a comprehensive kind, and in favour of partial amendments only. Judicial it certainly is; the reasons advanced both for and against are real reasons. There is no reproduction of what used to be the favourite theme of opponents of reform, the etymological argument that it would destroy or obscure the histories of our words. And so far is Dr. Bradley from suppressing any arguments telling against

his decision, that he advances one at least which has not, as far as I know, hitherto been used—almost certainly it has not been so fully developed—by Spelling Reformers themselves. The question must therefore be as to the relative importance of the arguments adduced on either side, and it will be my endeavour to show that in this respect Dr. Bradley has misdirected the jury, and delivered, against the weight of the evidence, a judgment which ought to be reversed on appeal.

He begins by laying down two fundamental theorems, if I may so call them, which seem to me so essential to any rational discussion of the subject, that though I have already treated them at some length in 'Sounds and Signs'—my criticism of the alphabet—I cannot here pass them by without a sufficient statement, and the addition in the case of the second of some fresh argument. The first of these concerns the true and ultimate purpose of any alphabet, or to include such systems as the Chinese, let us rather say of any kind of literary notation. It must be steadfastly borne in mind that this is not, as Spelling Reformers have been too apt to urge, the expression of sounds, but the conveyance of thought. One who writes a letter to a friend, or publishes a book for the edification of the public, does so in order

to impart not words but ideas, of which his words are but the symbols; and other things equal it is at the bottom a matter of indifference to him whether the conveyance is effected indirectly as with us by means of letters standing for sounds, which in turn symbolize ideas, or directly, as is at least to some extent the case in China, by means of signs not connected with sounds, but standing for the ideas themselves. The representation of sounds is therefore the proximate and not the ultimate end of a phonetic alphabet such as our own; and from this follows the important corollary that what is needed in such an alphabet is not the most perfect representation of sounds, but the least notation of them that will serve for the adequate distinction of words.

The second theorem, on which Dr. Bradley is equally clear and convincing, is more controversial but no less important. The crude statement of the preceding paragraph, that our notation acts indirectly by symbolizing sounds which in turn symbolize ideas, is subject to a qualification so important as almost to empty it of its truth. For children who have just learnt to read, for those who fail to pass the childish stage of spelling out the word by the sounds of the letters, and for all readers as regards new words unlike any familiar old ones, it holds true. But to all who become practised readers the sequence of marks which makes a printed word, as soon as it is familiar to the eye, becomes recognizable as a whole, and calls to mind the symbolized idea directly, and not indirectly through the imagined sounds. In technical language, while our printed words are phonetic in construction, in their use in silent reading all those that become familiar cease to be phonetic and become ideographs, the immediate representatives of ideas.

There are two propositions involved here. The first, that printed words are

perceived as wholes and not letter by letter, is easily proved. If words were perceived piecemeal, they would be as easily read from right to left as from left to right, which they certainly are not. Though the reader be warned beforehand that it has to be read backwards, *hguorht* is far less easily recognized than *through*; or rather, though it can be deciphered, it is not recognized at all as a whole, for recognition involves comparison, and we have no registered mental image of the word in this reversed order of letters with which we can compare it when seen.

But it remains to be proved that the word thus recognized as a whole calls up the symbolized idea directly without intervention—or at least without necessary intervention—of the imagined sounds of the whole word. Dr. Bradley asserts unhesitatingly, and as I believe rightly, that it does so. He draws an excellent argument in support from the case of deaf-mutes, who though destitute of any conception of sound, can it appears be taught to read ordinary books. Here is proof positive that direct connection of the visible symbol with the idea is possible, and if it is also advantageous, why should it not equally occur in those who can hear? But it is advantageous by virtue of an increase of speed. The purpose of readers 'being to arrive at the meaning,' says Dr. Bradley, 'they find a quicker way of doing so than that of translating every written word into its audible equivalent.' And elsewhere he attributes to the contrivance of the reader 'the habit of forgetting for the moment the phonetic value of the letters, and using the written word . . . sometimes as a pure ideograph.' While agreeing in substance, I would suggest that this attributes too much to the reader's will. The connection of symbol and idea appears rather to be a necessary result of the law of association, by which, as I understand,



any experience repeated often enough in connection with another experience will afterwards, whenever it occurs, call that connected experience to mind. Just as the smell of an orange, when it is known, will serve to call up the idea of the fruit, though experienced in the dark, so will the sight of the word *orange*, when experienced often enough in connection with the idea, and that need not surely be very often, serve to call up the idea of the fruit without the help of any other sense. It is true that our first experiences of the connection are made indirectly by the medium of certain sounds, but it is irrelevant; for to establish the association nothing is needed but that the concurrence of experiences should have been repeated often enough, no matter by what means it may first be brought about. Nor does it appear to be a relevant question to what extent the sounds associated with the printed word may also, even in silent reading, be called to mind. Some people assert that they hear mentally every word they read; but even if this is so, it does not follow even in their case that it occurs as a necessary step to the realization of the idea, far less that it must be so with other readers who believe that the symbolized ideas, or as Dr. Bradley says is his case, some of them, arise before the mental eye without intervention of the mental ear.

To refute this contention, it would have to be explained in what the recognition of a printed word essentially differs from the recognition of a face. The features of a friend may be regarded as an assemblage of visible marks which, when recognized, serves to recall the memory of experiences previously associated with it—our knowledge of the man and his antecedents. 'A group of visible marks giving rise to a train of associated ideas' is a description which can equally be applied to words and faces. And in the one case as in the other it would seem that the

ideas may be excited without the intervention of imagined sounds.

The question, which I do not assert to have been finally settled, lies in the province of those who discuss the organs and processes of the mind, and has possibly been adequately dealt with in some work on Psychology or on the Brain, though I have not been so fortunate as to find such a passage. In *The Brain as an Organ of the Mind*, third edition, 1885, p. 609, Professor Charlton Bastian seems just about to propound Dr. Bradley's doctrine, but finally says the opposite in the following passage:

'The powers of Reading and Writing are accomplishments superadded to that of Articulate Speech. The child has already learned to associate certain objects, or particular states of consciousness, with definite Sounds (or names); he has further gained the power of articulating these names for himself, so that when he begins to learn to read, he gradually builds up a still further "association" by which certain written or printed hieroglyphics, representing letters in different combinations, are linked to the already known states of consciousness (Perceptions, Ideas, etc.) and their sound representatives. The previous combinations are therefore supplemented by being correlated with new visual symbols; and it seems certain that in the act of Reading the words which are primarily perceived in the Visual centre would [by practice be directly associated with the known states of consciousness, and call them up independently of the Auditory Centre, though they may at the reader's will also and] almost simultaneously recall the corresponding sounds in the Auditory Centre [as in reading aloud, but not] as part of the perceptive process involved in this act.'

Had the passage been written as it here stands, I should have said it was not far from a satisfactory statement of

the probable facts, but the words in square brackets are my own addition, and Professor Bastian's opinion must be obtained by their omission. Even with these additions it seems to invert the true order of learning by means of a phonetic alphabet, which is first to associate the letters and their combinations with the 'sound representatives' of ideas, and afterwards to link them by means of the sounds with the ideas represented. No grounds are given for the conclusion, which therefore cannot be accepted as final in the teeth of the excellent reasons which can be advanced in the contrary sense.

We must then provisionally if not finally adopt Dr. Bradley's opinion on this important point. Seen in this light, a phonetic alphabet may be regarded merely as a device for the construction of ideographs, by means of which every idea already symbolized by a word is easily supplied with a corresponding but independent visual symbol. It is a ladder by which the learner ascends to a knowledge of the meanings of some thousands of ideographs, in their use like Chinese characters, though constructed on an easier plan; and which, when he has committed these to memory, he ceases to use, and may almost be said to kick away.

One word more before leaving this subject. If Dr. Bradley's opinion is right, it clearly applies not only to our present spelling, but to any kind of reformed spelling that might be introduced, no matter whether phonetic or not. It is not by being unphonetically spelt that words become directly connected with ideas, but by being often read. 'In the mind of a man accustomed to reading,' says Dr. Bradley, 'the written form becomes part of the essence of the word. For him the best spelling of a word is the usual one. . . .' And of course this will be equally true when, if ever, the usual spelling is phonetic. The law of

association will not down tools and stop working as a protest against Spelling Reform. So far then as the ideographic action of printed words may constitute an objection to reform, it applies only to those who are already practised readers, and would have to learn a new set of ideographs, and in no degree to the uneducated or unborn. To this point I shall later have occasion to return.

To these preliminary theorems of Dr. Bradley's I shall add a discussion of a general tendency of language which appears to have been insufficiently noticed, and which has a direct bearing on the appended analysis of his judgment. In a world where nothing endures, language is far from being among the more stable phenomena. It changes continually, and of all tendencies to which it is subject the strongest is that which results in a continual shortening of words. It follows from the law of least effort, which in general prevents a longer utterance than is needed to make ourselves understood, that all words in frequent use are subject, like coins, to a continual abrasion, and the more they are used the faster they wear. Those that are usually hoarded in books and produced only on occasions for show are handled with more respect; in order to be understood they must be fully pronounced, and moreover the speaker may not know any other pronunciation than that which the spelling appears to him to represent. They thus escape the wear and tear of frequent use, but run the worse risk of being forgotten and lost from the language altogether. There is no need to attempt a proof of this well-established law, but a short review of the evidence will show its massiveness. To go some way back, *alms* is from the six-syllabled Greek *eleemosyne*, and *dine* is from the Latin *disjejunare*, meaning to break fast—one syllable for five. To show the process actually at work, *every* and *medicine*, printed with three syllables



each, and doubtless not long since pronounced with three, are now pronounced, if I am not mistaken, *ev'ry* and *med'sn*, each with two syllables only; while what was recently a *withdrawing-room* is now usually, and for all I know correctly, called a *droin-room*. But we need not trouble with an instance picked here and there; our whole vocabulary, only less than the French, bears witness in the multitude of silent letters, vestiges of departed sounds, to the shrinkage which the language has undergone since the sounds were registered in writing.

353 words which occurred most often in selected passages of the English Bible and various authors, amounting in the aggregate to 100,000 words, and was published, with the number of times each word occurred, in his pamphlet, *The London Point System of Reading for the Blind*, 1904. Mr. Eldridge's list, though based on a smaller aggregate of words, is more complete. It was compiled in the scanty leisure of a busy life, and shows all the different words occurring in 250 newspaper articles, written by many authors on a great variety of common topics,

ELDRIDGE'S AGGREGATE OF 43,990 WORDS, COMPOSED OF 5,995 DIFFERENT WORDS WITH THEIR REPETITIONS.

TABLE SHOWING LENGTH IN SYLLABLES COMPARED WITH FREQUENCY OF USE.

No. of Words.	Times used.	Numbers of Words containing—							Total of Syllables.	Syllables per Word.
		1 Syl.	2 Syls.	3 Syls.	4 Syls.	5 Syls.	6 Syls.	7 Syls.		
2,973	1	574	1,122	774	376	114	12	1	7,293	2.45
1,074	2	251	403	275	102	37	6	—	2,511	2.33
808	3 or 4	203	354	177	58	15	1	—	1,755	2.17
364	5 or 6	117	142	78	23	4	—	—	747	2.05
277	7 to 9	105	102	43	13	4	—	—	545	1.96
261	10 to 19	115	93	43	8	2	—	—	472	1.80
138	20 to 43	82	47	9	—	—	—	—	203	1.47
55	44 to 99	36	13	1	—	—	—	—	75	1.36
45	100 and over	45	—	—	—	—	—	—	45	1.00
5,995	—	1,528	2,231	1,405	585	176	19	1	—	—
		1	2	3	4	5	6	7		
5,995	—	1,528	4,562	4,215	2,340	880	114	7	13,646	2.27

But the most conclusive evidence is that drawn from statistics to determine the relative frequency of English words, compiled by Mr. J. Knox, a retired Indian missionary, as a basis for a system of abbreviations for the use of blind readers, and by Mr. R. C. Eldridge, of Niagara Falls, with a view to the formation of a limited universal vocabulary composed of words drawn from all languages and destined for the use of all nations. Mr. Knox's list consists of the

amounting in the aggregate to 43,990 words; and it also gives the number of times each word occurred in that aggregate. It was published by him in 1911, and distributed gratis at his own expense in his pamphlet *Six Thousand Common English Words: Their Comparative Frequency, and What can be Done with Them*. The combination of these two lists, together with an additional passage of 6,010 words to bring the total to 150,000, affords a very considerable basis for an estimate

of the commonest words of English, which mainly constitute the framework of the language. A list of the commonest words of speech, could it be compiled, would of course not be quite the same, but it would very largely coincide, and at all events the literary list is at present alone available. It yields interesting results, but for the present I must confine myself to these two points: that of the hundred commonest words so determined eighty-nine are monosyllables, eleven only having two syllables, and none more, with the exception of *every* if it is to be reckoned as having three; and that these hundred commonest words by their frequent repetitions constitute more than 58 per cent. of the whole aggregate—that is, they make nearly three-fifths of our whole vocabulary as it appears not in dictionaries but in current literature. How providential, one might at first be inclined to say, that the words which we use so often should be so short! But reflection quickly shows that this is not the true view. Though it may not be capable of historic proof that every one of these words is the abbreviated descendant of a much longer ancestor, it can be proved of a great many, and for the rest we must remember the long prehistoric evolution of the language, many times exceeding its recorded life. On the whole it cannot be doubted that these words, standing as they do in many cases for highly general and abstract ideas, were not purposely applied to them and made short on account of their frequency, but are the stumps of much longer words, whose sounds have worn away as fast as their meaning has become more general and their use more frequent.

It can also be shown by counting the syllables in Eldridge's list, that on an average the more a word is used the less is its length. The accompanying table gives the result of such a computation, and clearly shows concomitant variation

in the frequency and the length of words. It may be said it is only a more exact expression of what everybody knows, that common words are short; but not everybody knows what appears to be the only possible explanation of the figures, that commonness and shortness are related as cause and effect, and it is possible that owing to the great attention paid to sound-changes in language, the hardly less important sound-losses have escaped without due notice.

Up to a point this shortening process seems to be mainly if not wholly to the good, and in English it might in many words proceed further than it has yet done, with beneficial results. It is difficult to speak of a thermometer or a barometer without thinking that the names of such familiar things might well be handier—tongier, I would say, if I might. And *temporarily, extraordinarily*, and other such words, could well spare a syllable or two. But unfortunately instead of stopping when an ideal brevity has been reached, the process continues relentlessly until in its evil results it becomes a disease of language. The shortening of words, and especially of monosyllables, too often has the effect of making them exactly like others; and the cause is evident, that while the number of possible combinations of speech-sounds into words is infinite, the number of the shortest combinations is quite limited. Instances are plentiful. By losing its *w*, apparently made over to *one*, while *twice* and *twenty* have kept theirs, *two* has become like *too*. Not long ago *which*, *while*, *where*, and *when*, were pronounced everywhere, as they still are in the North. *hwich*, *hwile*, *hwere*, and *hwen*, but now they are pronounced in the South without the *h*, making them exactly like *witch*, *wile*, *ware*, and *wen*, and the same loss has made *hour* like *our*. Similarly, the loss of *r*, except where immediately followed by a vowel, has made *pours*, *soars* and *sores*, and



*doors*, like *paws* and *pause*, *saws*, and *daws*. There is also a tendency, which it is to be hoped may be arrested, to omit the *r* even where a vowel follows, making *pouring* and *soaring* like *pawing* and *sawing*. Such pairs and groups of words as these, when finally they have become identical in sound, used to be called homonyms, but now apparently homophone is the name preferred.

We may turn aside for a moment to note that this term is not entirely good. As originally applied to letters, no fault can be found with it. *G* and *g*, having the same sound, are true homophones, notwithstanding their very different shapes. But as applied to words it is questionable, as lending support to the idea that there *can* be different words having the same sound. For the truth is, as the *Oxford Dictionary* informs us in the General Explanations with all the emphasis of italics, 'the pronunciation is the actual living form or forms of a word—that is, *the word itself*.' One pronunciation therefore, one series of sounds, is one and the same word, and rather than speak of *write*, *rite*, *wright*, and *right*, as a set of homophones, we should consider them as one word having four derivations, at least four meanings, actually no doubt many more, and four different symbols in print; calling it perhaps multipotent on account of its many powers, or polygenic on account of its many origins. The corresponding term homograph, as a name for different words having the same spelling, is open to no such objections. Such are *lead*, the verb and the metal, and *read*, the past and present tenses of the verb. Let us however after this protest, adopt the former term with the latter, as having an accepted if exceptionable use, bearing always in mind that its strict application is not to the word itself, but to its printed shadows if it has more than one.

However small may be the chances of

confusion between such homophones as *write* and *right*, confusion is always possible, and no one will assert that it is a good thing to have one word with many, or even with two, unconnected meanings. It evidently results in a reduction of the vocabulary. *Write*, *rite*, *wright*, and *right*, having once been all pronounced differently, we have lost three words in coming to pronounce them alike; and the total loss from the language of such sounds as *h* and *r*, if it happened, would certainly bring about the sacrifice of a large number of words. Though such reduction may not yet have gone very far with us, no limits can be set to the results of a process which makes such considerable ravages under our eyes. In this effect of the abrasion of words there is at work a great and constant force of convergence, by which words originally unlike become not merely alike but identical, and the copiousness of a language is steadily reduced as by a wasting disease. It is true that its effects are partly counteracted by an antagonistic tendency to divergence by which a word in use as a mark for one thing, being metaphorically or in other ways applied to another, and its origin forgotten, undergoes a change of sound in the new application and becomes a new word, parent and child together, or two sister words, being technically known as a doublet. Little illustration is needed, doublets being a commonplace of philology. An instance is *word* and *verb*. Here the sounds have changed more than the meanings, but the change of meaning may be far greater before any change of sound has begun. The French *déliés* means *untied*, but it is also the name for the thin upstrokes of writing as opposed to the thick down-strokes more intelligibly called *pleins*. A connection between the two meanings of course exists, but to us it is far from being obvious. It is evident that, unless and until a change of sound takes place, this divergent force only con-

spires with the other in heaping many meanings on the same word. By the force of convergence one word may, like ourselves, be the descendant of many ancestors; by the force of divergence it may become, when differences of sound arise, the parent of a numerous offspring. But these changes of sound rarely have the effect of lengthening either member of the doublet, and in general the divergent is far from being equal to the convergent force.

To what a language may come by the unfettered operation of the two is well shown by the Chinese. Unlike the civilizations of Europe and the Near East, where Egyptians, Chaldees, Assyrians, Medes, Persians, Hittites, Phœnicians, Greeks, Romans, Gauls, Goths, Huns, Saxons, Danes, Normans, and Saracens, have succeeded one another in endless waves of hostile and peaceful penetration, the civilization of China has remained comparatively uninterrupted for thousands of years. Far more than any other race the Chinese have succeeded in the ideal shared by all, of excluding the foreign devil and keeping themselves to themselves as a nation self-contained. Their language has consequently undergone a development more normal and natural than that of any European tongue, and now exhibits a phase of evolution which for us, other things supposed equal, the future yet holds in store. In the result the Pekingese variety of their spoken language, which is the official and most important form, consists, according to Professor H. A. Giles and Mr. L. Giles in the *Encyclopædia Britannica*, of but 420 'vocables,' or if allowance be made for an aspirate, which makes some of these really two, of a somewhat larger number of words, all being monosyllables. All or most of these have many meanings, as an example of which Professor Giles quotes thirty-three distinct meanings of the word *shih*, stating them to be 'only a

fraction of the total number.' Many of the meanings attached to such a word are probably results of its metaphorical application, but it is hardly to be doubted that in the main each of these four or five hundred words is a large group of homophones, showing the final victory of the convergent over the divergent force in language. They are often spoken of as roots, but should rather be called stumps, as being the surviving remains of much longer words, originally quite different, and now reduced by attrition to phonetic identity. It is possibly in a recompounding of such stumps as these that the origins of the Aryan group of languages are to be sought.

Such a state of things strongly enforces the truth that the real word is the sequence of sounds. If we computed the Chinese vocabulary, not by the number of such sequences, but by the number of their derivations or meanings or written symbols, we should reach the absurd conclusion that, though consisting of so few words, it is as copious as any other. The written symbols are very numerous, but they are not words. So inadequate a vocabulary must evidently, if unmodified, have led to great confusion, and failed to answer the ordinary purposes of life. The means by which the language has in fact been so modified as to remain at least tolerably efficient, and in Chinese opinion probably the best in the world, are of great interest, but do not concern us here. Homophones played a great part in the evolution of the alphabet, and are altogether a more important feature of language than is generally recognized. Their abundance in English shows that we have travelled further on the road to Peking than other European nations, and Dr. Bradley has done good service in calling attention to it in his address, to which we will now turn.

Its main theme is the partial emancipation of written language from its early



bondage to the spoken word. Originating in pictorial art, and therefore at first wholly independent of speech, writing was reduced by the evolution of the phonetic alphabet into a state of complete subservience to sound, but has since shown a tendency to recover its liberty, and has even undergone some development on independent lines. This occurs in all countries where much attention is given to Letters, and in England, owing mainly to the antiquity of our literature and to our long and whole-hearted devotion to the classics, it is especially marked. Its results, which are more important than anyone less versed in the subject might suppose, are traced by Dr. Bradley in three directions, in which he shows them to affect the vocabulary, the spelling, and even speech itself, making our language 'to a considerable extent the creature of its written form.'

To take these in order, the truth that speech is the reality of which writing is but the shadow can be and has been too roundly stated, for like other useful truths it is not absolute. In English we have large numbers of 'primarily graphic' words, in which the normal relation between speech and writing is inverted, the literary form being the reality, and the spoken word its symbol. Instances of this are the whole scientific vocabulary, consisting, except so far as it has passed into current speech, of words that are rarely uttered, and hardly even intended for utterance. Men of science make new names every day for newly discovered and invented things, and it appears that the maker, when asked how he pronounces them, has been known to reply that that is a matter for the lexicographer to settle.

But Science is not the only sinner, nor the worst, for literary men also, and with less excuse, have been great coiners or forgers of words. Working by the simple process of transcribing the written forms

of foreign words, sometimes to satisfy merely occasional needs, and adding an English finish to the material borrowed for the purpose mainly from Latin and Greek, they have produced only paper money at best, and that often of doubtful value. The result is that in English we have the unique and deplorable phenomenon of a 'literary vocabulary of which a large part has no connection with the oral vernacular,' giving it the 'undemocratic' character stigmatized by Professor Jespersen, a Danish writer of valuable works on the English language. The use of such bastard words is 'a symptom of disease,' for 'a language is not in a healthy condition when a large part of its literary vocabulary can be perfectly understood only by the aid of foreign tongues.' The influence on our vocabulary of the emancipation of literature from its bondage to speech, and its partly independent development, seems then real enough, and in Dr. Bradley's opinion none too good; at the best Literature has abused her increasing liberty. On such a matter his opinion carries great weight and may well be accepted. But the reflection occurs that some of these forgeries, if such they are, do after all come into circulation as spoken words, and that, having regard to the wasting tendency of language above described, we may well be chary of interference even with illegitimate sources of a fresh supply.

In the matter of spelling Dr. Bradley does not so clearly make out that there has been any considerable development at all. He thinks that since the application of the alphabet to English there has been a constant tendency towards a more ideographic representation of ideas. This change has been on the whole beneficial, so that the written language now fulfils its chief end 'better than a purely phonetic system could fulfil it, even if equally familiar.' And it has been, at least in part, purposed and deliberate, having

taken place because 'the need has been felt for a more direct method of symbolizing thought.' It is not from stupid conservatism, but because 'the expression of meaning is felt to be the real purpose of language,' that the graphic distinctions between homophones such as *write* and *right* are preserved. It is not from sheer perversity that the unphonetic spelling *missed* has superseded the phonetic but ambiguous *mist* which formerly was in use, but to avoid ambiguity and because final *ed* is more closely associated with the past tense than final *t*. And Dr. Bradley suggests that even 'such pedantic freaks'

as the etymological spelling of *debt* and *doubt* with *b* reintroduced from Latin, and the pseudo-etymological spelling of *scissors* with a *c*, may originally have had 'some utilitarian excuse.' Perhaps the parade of scholarship was utility enough, but we must at all events admit his point, that such spellings, so far as they go, show a partial independence of writing from speech. But do they go far enough to establish a beneficial development of spelling on ideographic lines?

A. D. WILDE.

(*To be continued.*)

## PLACE OF LANGUAGES IN EDUCATION.

### II. UNIVERSITY SYSTEMS.

(*'Mothers of Art and Eloquence.'*)

At Cambridge, delightful and picturesque old University town, I once knew Mac-lagan of Peterhouse, afterwards Archbishop of York. Having graduated about ten years after Mac-lagan, I heard that he had qualified (some sixty years ago) for Holy Orders by passing the 'voluntary theological.' Might not I do the same? The next examination was to come off in a week. I asked a well-known 'coach' if he thought I could pass it. His answer was: 'If you know your Greek Testament well' (as I thought I did), 'I believe I could put you through.' Mac-lagan had, I am sure, worked conscientiously for his examination, whereas my astute coach would probably have tried to hustle me through with the aid of cribs and 'analyses.' Knowing, however, that I could not face Athanasius, I gave up the idea, and thus lost all chance of an archbishopric!

Although, no doubt, 'things are very different now,' abuses and anomalies still survive. About a year ago I was helping a young friend, who had just scraped through his 'little-go,' to shape his Cam-

bridge curriculum on lines suitable for an aspirant to Holy Orders who knew 'small Latin and less Greek.' Apart from the good and solid old tripos avenues to graduation, we discovered several curious little side-paths to an ordinary pass degree, and my young friend (whose excellent abilities had rusted in a public school) ultimately chose geography and theology as his chief subjects, with, perhaps, a little French and chemistry thrown in. Among other anomalies, it seems that a double degree in Arts and Law can still be obtained after a mixed three or four years' curriculum, whereas in Scotland the degree of LL.B. is attainable only by graduates in Arts who have attended six or more law courses during a further period of three years.

Among things that I believe are 'very different now' was the old practice of passing candidates for graduation in Latin or Greek if they merely translated passages from prescribed books. I have personally known two candidates who passed in Greek without knowing a word of the language. They had learned the prescribed books by heart from an English 'crib,' and, by carefully noting the first word of each important passage in the



Greek, they were enabled to reel off the English of the passages set. But how disastrous had they forgotten any of their catchwords! The examiners can of course defeat such trickery by setting unseen passages and by asking grammatical questions.

These incidents tend to prove, like straws showing the way of the wind, that there are still serious defects in our English education. We seem chiefly to lack system, discipline, and compulsion. People sometimes contend, in favour of the *status quo*, that as our present system has produced many eminent men it must be a good system. If, however, it were better, it certainly would not reduce the number of such men, but it would undoubtedly reduce the immense number of our mediocrities. The remedy, now beginning to find acceptance in schools, is that every pupil should be compelled to do the work of his class and prove his aptitude in it before being promoted to a higher class. Should he fail to do so, let him have another trial, but a second failure should entail his dismissal or else his transference to some technical or other department. Wholesome discipline of this kind is enforced in all the best foreign schools, but England lags behind.

The word University, which once simply meant a corporation, came gradually to be applied specifically to a *studium generale*, or body of teachers and students, such as those established at Salerno and Bologna in the eleventh century. Similar famous centres of study were afterwards founded at Paris, Oxford, Cambridge, and elsewhere, to which thousands of students flocked in the Middle Ages. From the long and picturesque history of these Universities we learn that, as a rule, the teachers taught and the students studied with enthusiasm. The invention of printing of course diminished the demand for oral instruction, but books alone can never supersede personal and fruitful

communion between teachers and taught. Carlyle said a most unwise and mischievous thing when he declared that libraries were the true modern Universities. He was evidently unacquainted with the alert and helpful modern professor with his staff of assistants, who are in constant touch with their students, and who 'educate' them better than books or lectures alone can ever do; and he forgot that laboratories, museums, and countless object-lessons, have their indispensable place in education, and even in the education of 'heroes.' Briefly, then, the chief function of the University is to teach, train, and discipline all its students, and to insist on their working systematically. To encourage research, to promote social intercourse, and to foster all healthful sport, are of course also most useful functions. How far do our universities come up to this standard?

Universities are mainly of two classes—those that use some compulsion in the training of their students, and those that use none. They all possess good teachers, but in those of the second class the students often decline to be taught, so that the professors and lecturers, however able or distinguished, often have to lecture to empty benches. The students meanwhile enjoy 'a good time' for two or three years, most of them learning nothing, after which they 'cram' for their graduation examinations. Under such a system the professors are discouraged, their efforts to teach being almost entirely thrown away, while the students are degraded to the level of mere parrots. There are of course exceptions to this paralysis of all the chief functions of a University, especially in the faculties of medicine in all Universities, where attendance at lecture, laboratory, and clinique is compulsory; but in most other cases 'attendance,' if required at all, simply means occasional bodily presence, or perhaps the vicarious presence of a

visiting-card handed in by a friend. In most European Universities, and notably at Oxford and Cambridge, all these evils result from what the Germans call 'Lernfreiheit,' but it is notorious that most students interpret this 'freedom to learn' as freedom to learn nothing. That such freedom from restraint should exist in Germany is all the more surprising as system, discipline, and thoroughness are so rigorously enforced in every other sphere. At Oxford and Cambridge the freedom not to learn is further encouraged by the entire absence, except in the case of medicine, of systematic courses of instruction leading up to graduation, so that the students have to obtain almost all their instruction in dribblets from private tutors. Though nominally 'teaching,' these Universities teach but little; what little they do teach is fragmentary and unsystematic, while the students are under no compulsion to learn even that little. The theory in all these Universities seems to be that a youth of eighteen is a 'man,' and that 'University men' should be free from any kind of restraint. As well might we try to train a soldier without subjecting him to any kind of discipline.

No one of course would wish to detract from the glorious traditions of our two venerable mediæval Universities, or to deny that they are justly proud of a long roll of illustrious members; but if the academic career of these great men be inquired into, it will be found that they owed their success almost solely to their own abilities and to private study. Something, no doubt, they owed to the inspiration of a highly intellectual *milieu*, but, unfortunately, the Universities offer many other *milieux* of a character very hostile to education. Even if they could claim to have educated such men, the merest fraction of their *alumni*, it is certain that there are countless other students whom they have not educated at all.

Very different is the other kind of University which offers systematic and complete courses of instruction in every faculty, and which indirectly compels every student to attend them, and periodically to show his aptitude in each subject before he is admitted to any graduation examination. This system kills 'cram,' because when a student has learned each subject regularly and methodically for a year or more, and been repeatedly examined in it, he is quite independent of crammers and coaches. Like the Universities of the class first described, this University also offers distinctions to its ablest students, but unlike them it cares for, disciplines, and educates that vast majority who are less able. Universities of this description have flourished in Scotland for centuries, while the modern Universities of America, of our colonies, and of England itself, are all of a similar type. The Scotch system, as modified and improved by the Act of 1889, may now be briefly outlined. Every student in every faculty in each of the four Universities must undergo a fairly stiff preliminary examination, or hold a 'school-leaving certificate,' before matriculation. He (or she) must then regularly attend lectures on the graduation subjects (varying from five or six subjects in Arts, with a wide range of options, to ten or more subjects in Medicine). In each course, usually consisting of a hundred lectures or of meetings for practical work, he must obtain a certificate that he has attended regularly and done the work periodically prescribed by the professor or lecturer. On that condition alone he is admitted to the graduation examinations in his subjects, taken usually in groups of two or three at a time. Half marks, but often considerably more, are exacted for a pass. This is by no means an unimportant detail, because elsewhere a percentage of 25 or 30 has sometimes been held to suffice. Besides the degrees



in Arts, Science, and Medicine, the Scotch Universities have higher or post-graduate degrees in Divinity and in Law, for each of which some five or six subjects have to be studied for a further period of three years.

The principle underlying this system of training is simply that most youths of seventeen or eighteen, fresh from school, still require guidance and discipline. It has sometimes been contended that such 'monotonous routine kills genius.' This objection, I venture to say, is absurd. The routine is far from irksome, as it need only occupy four or five hours a day during twenty-five or thirty academic weeks, and, being full of variety, it cannot be called monotonous. The 'genius,' moreover, is always certain to find abundant inspiration and sympathy among his professors and fellow-students. The University will certainly never 'kill' him, but she has to legislate for the countless other sheep in her fold, and cannot make special regulations to suit one man in a thousand. The result of the system is that the great majority of graduates in the Universities of this type have necessarily attained a far higher intellectual level than those of Universities where system and discipline are unknown. Yet, strangely enough, a Scotch graduate may enter as an undergraduate at Oxford or Cambridge and compete for the honours and prizes intended for younger men. Scotch degrees were doubtless ignored, prior to the union of the Crowns, as having been obtained in a foreign country, but for over three centuries that ground of ostracism has ceased to exist.

There are perhaps still lingering among us lovers of 'the good old times,' who fondly believe that 'ignorance is bliss,' and who declare that we were far better

off when only a select few could read and write. With that pious opinion one might possibly have had some sympathy, but for the fact that we have other nations to reckon with. Our duty both to ourselves and others forbids us to stand still. To stand still in the battle of life, as everyone knows, would spell defeat and ruin; to progress too slowly would mean gradual decadence. We pride ourselves on our love of liberty, justice, and honour, we heartily wish to protect small nations against their oppressors, and to promote peace and good-will among men; but pious opinions are not enough. Just as faith without works is dead, so our mere talking of righteousness will not exalt our nation. Such talk is scoffed at by other nations as sheer cant. If we are to hold our own in the foremost rank among nations, what we urgently need is *facta, non verba*; we must translate our laudable sentiments into vigorous action; we must set our house in order and keep it in order. For that great task we require far more method, order, vigour, and discipline in every branch of our national business. Chief of all these branches is education, or, rather, it is the root of the whole tree. 'The right path of a noble and virtuous education,' wrote Milton nearly three centuries ago, 'is full of goodly prospect.' The only right path is mental and moral discipline, which, as I shall submit in my next article, is admirably promoted by the thorough study of one or more living languages. Unless we greatly improve and stringently enforce that discipline, our intelligence, which is certainly not inferior to that of other nations, and with it that knowledge which is power, must inevitably decline.

J. KIRKPATRICK.

(To be continued.)

## FIRST STEPS IN SPELLING REFORM.

I OUGHT perhaps to apologize to the readers of MODERN LANGUAGE TEACHING for making any reply to the tergiversatory rigmarole with which B. begins his recent article under the above heading, but as he has only two planks left to stand on in our little passage of arms, I cannot resist the temptation to demolish his last foothold, work of supererogation as that may well be.

In a previous article I expressed the wish that the opponents of spelling reform might be induced to give an account of the faith that is in them, although I had little expectation that that would be done. B. has, however, unwittingly perhaps, been good enough to accede to my desire. He formulates that faith very neatly in the sentence: 'But what our reason accepts our feelings and instincts reject.' Two and two make four, that is reason; but if B.'s business instinct demands a five-pound note in exchange for two two-pound notes, then they make five! My two-pound note has just the same value in reason as B.'s two-pound note, but if B.'s feelings make his note more valuable to him, then his is worth three pounds. English spelling and the English language are different in reason, but if B.'s feelings say they are the same thing then they are not different. In spite of his affectation of practical wisdom and superiority to academic dreaminess, it is a little difficult to avoid the impression that in real life B.'s feelings and instincts might make him a rather uncomfortable person to get on with. It is, however, only fair to assume that his will exerts more control over his emotions than would appear from his writings. As he declares himself easily capable of the intellectual effort necessary to perceive the distinction between language and spelling, we are at liberty, perhaps, to hope that his will-

power may yet accomplish the feat of bringing his rebellious feelings into line with his reason.

B.'s last plank is the following: 'As languages have changed and developed slowly, gradually, and without consciousness of change on the part of the speaker, so any future change must be slow and gradual.' (See this volume, p. 39.) When he wrote this B. had apparently already forgotten his newly-discovered capability of distinguishing between language and spelling, for obviously by 'any future change' he means 'in English spelling,' since there is and has been no question of changing the language. Of the one historical view to which he here modestly lays claim B. therefore makes a totally wrong application, simply because his feelings again run away with him and lead him into the old error of confusing two different things. Because language changes gradually he therefore thinks that spelling must change gradually too. Because language changes unconsciously as far as the *speaker* is concerned, he concludes that spelling must change similarly in the case of the *writer*.

Now it is quite obvious to anyone who is not so blinded by his feelings as to be incapable of reflection, that whereas the processes which control the growth and change of language are in the main unconscious, quite the opposite holds good in regard to spelling. Spelling is a conscious invention, which had originally the definite conscious aim of reproducing the spoken sounds in another medium for the benefit of another sense. Spelling does not tend to change unconsciously, because divagations from the accepted norm are easily perceived and easily corrected; on the contrary, it tends to become stereotyped and *not* to change unless by conscious effort on the part



of the writer. Every historical student of language knows that linguistic changes are always older than the date at which they first manifest themselves in writing. Changes in spelling are usually accepted only when the disparity between the written and spoken forms becomes a glaring one. They are then made consciously as a result of conscious comparison between the written and spoken forms. In the nature of language and spelling there is therefore no reason why the Reform of Spelling should be gradual. B.'s argument on these grounds that it 'must be so,' is pure humbug; it only reflects his desire that it should be so in order to spare his very sensitive and uncontrollable feelings.

Of course the Reform in Spelling must be *prepared* gradually, not because of the nature of language, but simply because the public mind is not ready for it, and its attitude towards such things can only be changed by a gradual, educatory process. The 'educated person' is very loth to admit that he can be told anything about his own language which he does not already know, but in point of fact he knows very little about its history, which is not at all surprising when we reflect how little time is devoted to English at our schools, and how many people still think that some training in Latin grammar renders any study of English grammar unnecessary. In the ordinary sense of the word the educated person *knows* English very well—*i.e.*, he can use his language efficiently to express himself—but he knows next to nothing *about* English. Consequently, when such a question as Spelling Reform is raised he is just as unable to form a critical opinion on it as if he were quite illiterate. His reason cannot guide him because he has not the necessary training to be able to think correctly about the relation between spelling and sounds. As we nearly always distrust

what we do not understand, he therefore has recourse to his feelings, which naturally prefer the familiar to the unfamiliar.

In fact the educated man suffers here from ignorance. He does not know enough about language and the life and growth of languages to be aware that his linguistic training has been mainly practical and æsthetic, and does not fit him to form a reasoned judgment on a purely technical question like that of spelling, which requires for its solution a sort of theoretical and scientific knowledge which he does not possess. He does not realize that his one-sidedly æsthetic attitude towards language blinds him to the fact that in the adaptation of spelling to its true end æsthetical considerations are quite indifferent, or rather he fails to see that a form of spelling which is adapted to that end is really æsthetically more pleasing than one which is not. The possibility of beauty in spelling (which is, of course, quite a different thing from the beauty of the letterpress used, and must not be confused therewith) is not corporeal and sensuous. It is intellectual and abstract, like that of a steam-engine. The latter is indeed not a beautiful object externally, but it possesses a real beauty of its own when we reflect with what marvellous ingenuity the spirit of man has fashioned and adapted its very complicated machinery to the end of great power and rapidity of motion. It is, however, the mechanic, and not the artist, who is best fitted to build a steam-engine, and the philologist, and not the poet, who understands best how to construct a spelling system. In saying that I say nothing derogatory to either the artist or the poet. The one may, if he so wills, be also a mechanic, and as such entitled to construct a steam-engine, and the other a philologist, and entitled to construct a spelling system, but merely as artist and poet they cannot tackle either job satisfactorily.

B. himself furnishes a good example of the readiness of the educated person to push his æsthetic standpoint beyond the proper limits, and the nonsense to which this leads. He claims that the spelling of the Simplified Spelling Society is æsthetically displeasing to him, which he expresses in his own inimitably witty fashion by dubbing it 'Josh Billings English' (once more, as is his habit, confusing spelling with language). He hints that he could not read classical poetry printed in this spelling, because of 'a violent desire to pitch the book into the flames.' The result is that we get the impression that B. does not *listen* to poetry, he *looks* at it. If he does not see what he is accustomed to see in the book, he is capable of confounding together, let us say, Shelley and an American humorist. I feel sure this impression is wrong. Poetry, I have no doubt, appeals to B.'s æsthetic sense through his ear, and not through his eye. When he revels in the 'Sensitive Plant' (or any other poetical masterpiece which delights him) I am sure he is not thinking how Shelley's words are spelt, but how they sound. Probably he is even capable of enjoying poetry with his eyes shut, and without any aid from the printed 'English' which he is so ready to aver he cannot do without.

When we are really reading a printed text, and not analyzing its appearance, we are not in the least conscious of the latter. The visual impression is transformed with such rapidity into one for the ear and the understanding, that the former is quite lost to sight. I can guarantee from experience that when one has grown accustomed to the spelling of the Simplified Spelling Society (which rapidly takes place on account of its phonetic nature), one soon loses all sense of any difference between it and the normal spelling, so far as appearance is concerned. The main difference, if I

analyze my own experience correctly, is that with the more phonetic text the aural impression is clearer and more distinct than with the other form. This is not a drawback, but a great advantage, especially as regards poetry.

The crying need of the present hour is to educate the public to think rightly about the whole question of the English language and all it involves, spelling included. Practical proposals for spelling reform have been brought forward time and again since the sixteenth century, and they have hitherto attracted little attention because our educational system blinded people as to their pertinence. The practical question as to how the reform is to be made effective when the public is ready for it, and what particular system of spelling, and by whom, shall be recommended for its adoption is as yet of little importance. Regarding the latter point, I am personally indifferent what form of spelling is finally adopted. That of the Simplified Spelling Society would do well enough; half a dozen other systems might possibly be evolved which would do equally well, so long as they were equally rational. It is not the spelling of the Simplified Spelling Society which attracts my support to that body, although I value their system highly as a practical demonstration of what it is possible to accomplish. I am attracted by the fine educational work which the Society is carrying out, through methods which, so far as I can judge, are as clean and devoid of base ulterior motives as it is possible for human actions to be. The Society is doing more than prepare Spelling Reform. It is helping to prepare a great and beneficent change in our whole educational system. That is what draws my whole-hearted sympathy to its activities, as, from a totally detached standpoint, I have been glad to witness in the pages of MODERN LANGUAGE TEACHING.



While I have spoken hardly of the attitude of the 'educated person' in the matter under discussion, I can say with sincerity that I feel a real sympathy with it, even though I must withhold my approval from the way in which it is manifested. The educated Englishman really possesses a high degree of æsthetic culture, derived mainly from classical sources; the chief defect of the mental training through which he has passed lies in the fact that it is one-sidedly æsthetic, especially with regard to language. His artistic feeling is in this respect developed at the expense of his intelligence. In consequence, as well as enjoying the advantages, he suffers from the limitations of the artistic temperament, which are indeed the explanation of his nervous horror when confronted with proposals for spelling reform.

The instinct of the artist inevitably leads him to revolt against the natural law of the flux of things. The transitoriness of things earthly, the tragedy of *sic transit gloria mundi* is ever present to him; his spirit battles against it and strives to give to the fleeting images of life the permanency and immortality of artistic form. His whole function is by the exercise of his creative power to seize the individuality which he loves and give it a persistence and durability that may defy the cruel tooth of Time:

'Nativity, once in the main of light,  
Crawls to maturity, wherewith being crowned,  
Crooked eclipses 'gainst his glory fight,  
And Time that gave, doth now his gift confound.

And yet, to times in hope, my verse shall stand,  
Praising thy worth, despite his cruel hand.'

The artist therefore is by nature conservative. He loves stability, the opposite of that fluidity which is the law of life, and he loves the individuality which exists or has existed, while he hates everything which threatens to confound

it, to eclipse its glory. The artist as such can hardly ever be a reformer. He is not for gas or electricity; he prefers candle-light. He takes more pleasure in stage-coaches than railway trains. He prefers a sailing-ship to a Cunarder. He would rather fight with a long-bow than a Lee - Metford. Everything that is historically given, which has asserted its individuality through greater or less length of existence, which seems to be stable because it is and has been, must therefore appear more attractive to the artistic temperament than any future substitute which pretends to supply its place.

I venture to think that this explains the fascination which our 'Victorian' spelling system, as Mr. Bridges calls it, exerts over the mind of the educated Englishman. It possesses till now a considerable stability and a well-developed historical individuality which must of necessity appeal to his artistic sense, the sense which is undoubtedly best developed in him. To his uncritical eye the spelling must indeed through its stability seem altogether preferable to the very fluid and changeable language—hence his haste to give the former the exclusive appellation of 'English.' As a man prefers the insanitary dwelling of his forefathers which has outweathered the storms of centuries to a well-appointed house with all the 'conveniences' of modern engineering art, so he clings to the spelling which was 'good enough' for generations of literary men. Reason is on the side of Time, the destroyer; it is always a traitor in the fight against 'crooked eclipses,' therefore he will have none of it.

Indeed, our human sympathies incline very strongly to the side of the 'educated person,'—even when we are philologists and apparently as cold-blooded and unemotional as a fish. B.'s logic is contemptible, but his rhetoric about the flag

was, in spite of its exaggeration, far from ringing altogether false. But the artist goes beyond his proper sphere when his love for the existing or the past drives him to strangle what lies unborn in the womb of Time. Stephenson was not the less one of the greatest benefactors of humanity because a railway-train may seem less picturesque than a stage-coach. The invention of printing was not the less one of the greatest advances made by humanity because old manuscripts were often more beautiful than modern books. The true function of the artist is to perpetuate and immortalize the fast-fading phenomena of our existence by translating them to another sphere, in which Time is powerless—not to waste his energies seeking to arrest the progress of Time in the sphere in which he is invincible. No doubt the artist in the educated man is called upon to make a real sacrifice in transferring his affections from ‘Victorian’ spelling to an unknown rival, but it is noticeable that at least one poet, who has studied the question, not merely toyed with it—I refer to Mr. Bridges—regards the sacrifice as inevitable, just as Petrarch knew that his Laura must die some day in spite of the wreath of immortality which he wove for her. But the mention of Laura suggests to me a more elaborate and daring metaphor. The educated person is not really called upon to cease loving his somewhat weather-beaten Cleopatra, the ‘Victorian’ spelling. He is only requested to look about for some more suitable person to be the bride of the coming generation. I think when he fully understands this the educated man will bestir himself. I have no doubt, in spite of Miss Bremner’s protest (vol. ix, p. 228)—which, by the way, comes somewhat curiously from one of her sex, especially when it appears in an educational journal—that Professor Rippmann is entirely right in insisting on the benefit to be con-

ferred on posterity. No doubt there are some parents who only desire that their children should have exactly the same experiences as themselves, but generally speaking parents wish that their offspring should be better off than themselves. Many a man will make sacrifices for his children, who would refuse brutally to do so for any other being. I have little doubt that even the ‘educated person’ will not hesitate to immolate our present spelling, when he grasps that this may be done on the altar of ‘the kids.’ He is no cynic. On the contrary, he is probably just as sentimental as B. makes him out to be, and probably, *pace* Miss Bremner, quite as fond of his children as of the seductive ‘Victorian’ spelling, always assuming of course that he learns to distinguish between the latter and his real true-love, the English language. For the present we may regret that he suffers so desperately under the natural irritation engendered by the disturbance of a long and immaculate partnership. It is nevertheless the duty of us philologists and Simplified Spelling Society people (does not the sibillancy of that title aptly suggest the snakey persistence with which we encompass the dove-like B.?) to minister to his irritability and fan it to a flame, even at the risk of our valuable lives and reputations. He must not again relapse into indifference, which is the worst enemy of all reform. It would be little short of a national calamity if B. were to abate anything of the fine frenzy, the martial ardour with which he advances against his numerous foes, to wit, a certain professor, all philologists and phoneticians, and the members of the Simplified Spelling Society. But is it not a thousand pities that we are not permitted to know the name of this gallant warrior? Will it not soon be time for this Black Knight to raise his visor, and allow the many spectators of his doughty deeds to scan the honest visage hidden beneath? Kind



hearts are more than coronets, dear B., and yours is a veritable *cœur de lion* which in the service of its lady-love defies without a tremor the giants Reason and

Logic. We desire your better acquaintance, or would at least be enabled to assign you a 'local habitation and a name'!

R. A. WILLIAMS.

## FRENCH AT BEDALES.

SINCE the outbreak of war, and because of all the difficulties it has brought into the educational world as well as into most other branches of life, the value of an intensive teaching of French seems to be felt even more keenly than before this big upheaval. At Bedales, for both children and staff, all the time in the class-room is now rigidly set apart for the real mastering of the language; and although plays, songs, games, phonetic exercises, etc., must come into the work, these have to be given rather a secondary place, especially in the middle school. This has seemed a good plan for the times, and has certainly resulted in much more thorough work and a keener appreciation of the rather more pleasurable and less exacting part of the curriculum. A good deal of learning by heart, of both poetry and prose, has been done, for this still seems one of the best ways of getting French into the mind. The acting of French plays, perhaps, affords one of the greatest incentives to the learning by heart and to the desirability of gaining a good pronunciation. Because of this the French Dramatic Club at Bedales decided to act a play again this year. The success of *Le Barbier de Séville*, given in the spring of 1915, led to something rather more ambitious this year, and it was decided to attempt one from Molière. Various scenes from *Le Bourgeois Gentilhomme* were selected, the caste arranged, and the date fixed for six weeks ahead. After somewhat interrupted rehearsals and various changes in caste, inevitable in school life, the play was given. Once again the performers met with keen criticism and quite a large amount of well-deserved praise, for this part of the work is done almost entirely in 'free time' and is quite voluntary. It proved, as last year, a big incentive to the rest of the school to work hard at French, for the audience could not fail to see how much the actors were enjoying themselves, and how readily and easily they were speaking French. The pronunciation is on the whole good, and when a more thorough phonetic system of teaching this is used, the result should be very good. There is already much good material to work on. It is unfortunate that the girls and boys who speak best are not necessarily the best actresses and actors. Then, too, there is another drawback to the

production of anything approaching perfection, and that is the very small amount of time that can be given to the preparation of these plays in an already crowded time-table. Scenes from *Le Bourgeois Gentilhomme*, preceded by *Les Rats en Conseil*, with a Turkish march played just before the last scene, took an hour and a quarter to act after preparing for five weeks, with two short rehearsals a week. The following criticisms, taken from the *Bedales Chronicle*, may interest the readers:

### I. LE BARBIER DE SÉVILLE.

Mercredi, 24 mars, a eu lieu représentation de la pièce française le B. de S., précédé d'une explication claire de M. Powell.

Nous tenons en premier à féliciter les acteurs pour leur excellente prononciation qui fait que pas un mot de la pièce n'a été perdu pour ceux qui entendent la langue. Nous ne devons pas oublier de nommer l'étoile de la troupe Nora Duckworth qui nous a tous charmés par la pureté de son accent et la perfection de son jeu. Tous nos remerciements aussi à Macdonald (l'Eveillé), Hill, Preston, Wedgwood pour le rire qu'ils ont su déchaîner dans la salle. Curtis et Macdonald (comte) furent aussi très réussis et méritèrent les applaudissements de l'auditoire. Il est bien entendu que nous n'oublions pas que c'est à Miss Stent que nous devons cette jolie surprise. Toutes nos félicitations.

### II. LE BOURGEOIS GENTILHOMME.

The group from 1AB, who gave us last year scenes from *Le Barbier de Séville*, gave us (with some losses and additions to their number) a performance of scenes from *Le Bourgeois Gentilhomme*. The scenes went with a great swing, and it was obvious that much good work had been done. Scenes were purposely chosen which would appeal to an audience not overpractised in following French upon the stage, and the hearty applause showed that people were being well entertained. M. Jourdain knew and spoke his part well; his rather too persistent by-play was a little distracting, and at times eclipsed the humour of the various professors, whose parts were already cut down to the minimum. The speeches were delivered with great fluency, but

the insular intonation of some of the actors was still too noticeable.

The mammamouchi business was done with great vigour; the Muphti's energy and babble seemed inexhaustible. Perhaps this bulked too largely in the whole presentation, giving an undue proportion of farce to the comedy.

A large proportion of the school can follow a French play, and there are a good many in the immediate neighbourhood anxious to hear as much of France and of the French as possible, and all that we can give will be fully appreciated.

EDITH C. STENT.

May, 1916.

## FROM HERE AND THERE.

*[The Modern Language Association does not endorse officially the comments or opinions expressed in this column.]*

### VISIT OF FRENCH PROFESSORS.

(From the *Morning Post*.)

#### THE UNIVERSITIES AND THE WAR.

A number of Professors of the French Universities who are visiting this country at the invitation of the Government were recently received at the University of London, South Kensington, by Sir Alfred Pearce Gould, the Vice-Chancellor. The visitors, who arrived from Oxford, and left London afterwards for the North of England and Scotland, were delegates from the Ministry of Public Instruction and Beaux Arts. They included M. Joubin (Rector of Lyons Academy), M. Diehl (Paris), M. Perreau (Besançon), M. Picart (Bordeaux), M. Bigot (Caen), M. Maigron (Clermont), M. Deslandres (Dijon), M. Léger (Grenoble), M. Lefèvre (Lille), M. Depéret (Lyons), M. Tédénat (Montpellier), M. Petit (Nancy), M. Binet (Poitiers), M. Bourdon (Rennes), and M. Durrbach (Toulouse). Among those present at the reception, which was held in the Marble Hall, were Viscount Bryce, Lord Reay, Sir Albert K. Rollit, Sir Edward Busk, Sir William Tilden, Dr. Ronald Burrows, Professor Hill, Professor Waller, Professor Ker, Mr. Graham Wallas, Mrs. Scharlieb, and Miss Tuke.

The Vice-Chancellor, in welcoming the visitors, expressed his gratitude to the brilliant group of scholars in France, and especially in the French Universities, who had undertaken to make known to the French public the history, ideas, and literature of Great Britain. As to the part played by the University in the war, he mentioned that the Officers' Training Corps had furnished over 2,000 officers to the Army at a time when its expansion on an unprecedented scale rendered a supply of officers of vital importance. Over 600 members of the teaching and administrative staff of the University had joined the Forces, and every medical man was

doing his share in the military hospitals. The laboratories were being employed for the manufacture of munitions and for researches of direct naval and military importance, and our scientific men had, in some cases in an incredibly short time, furnished our manufacturers with scientific methods possessed hitherto by Germany alone. The British Universities, like the French, conferred degrees on the dead. Those young martyrs were the forerunners of that victory in which no country would take a greater share, as no country had suffered more, than France. The sober, invincible, and untiring defence as shown by France had awakened in the whole world fresh admiration. The British Universities, like the French, were making every sacrifice for the victory of human rights and human liberty.

M. Joubin, President of the Delegation, in reply, said he and his colleagues, since their arrival in this country, had seen thousands of University students as soldiers, and the same spectacle could be witnessed in France at the present time. The effort that Great Britain was making was marvellous. The British people were not only giving their money; they were giving all for the great sacrifice, for the succour of France and outraged justice, for the defeat of the German barbarians, who for forty years had prepared for war and murder. France and Great Britain were together now in the work of war, and would fight until the victory had been won.

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CAMBRIDGE.—The Special Board for Mediæval and Modern Languages have appointed R. Piccoli, Litt.D., Padua, to be teacher in Italian, and J. M. Villasante, LL.D., Madrid, to be teacher in Spanish for the year ending September 30, 1917.

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Miss Jane Johnston Milne, M.A., Tutor in French in the University of Edinburgh, has been appointed Assistant Lecturer in French in the



University of Birmingham, to succeed Mlle. Jeanne Lepetit, who has received an appointment in France.

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The following names should be added to the Active Service list:

J. L. André Barbier, University College, Aberystwyth.

R. P. Jones, Strand School (serving in the R.A.M.C.).

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Mr. Walter Rippmann, M.A. (Chief Inspector of Schools, University of London; Author of 'Sounds of Spoken English,' etc.), proposes to take classes in English phonetics at Stratford-upon-Avon, from July 29, 1916. There will not be more than six students in a class, and the terms will be £1 1s. for five lessons of one hour. Instruction can also be obtained in French and in German Phonetics, and in methods of modern language teaching. Intending students are requested to communicate with Mr. Rippmann, 45, Ladbroke Grove, London, W. Mr. Rippmann will also deliver a course of lectures in connection with the Summer School of Speech Training, at Stratford, arranged by Miss Fogerty, particulars of which can be obtained from the Secretary, School of Speech Training, Royal Albert Hall, London, S.W.

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## MODERN LANGUAGE ASSOCIATION OF SOUTH CALIFORNIA.

We have pleasure in acknowledging the receipt of two of the Bulletins of this Association. The Society seems a vigorous institution, for it includes in its membership more than 100 of the 280 modern language teachers in its area, and it sends its Bulletin to the whole 280. There are three sections—German, French, and Spanish. A feature of the publication is the inclusion of short articles in the foreign languages. Thus, the number for June contains a pleasant little paper in German describing a visit to Gustav Frenssen, the novelist.

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## ON ACTIVE SERVICE.

Mr. W. H. Fawcett, Municipal College, Grimsby, is serving with the Mechanical Transport Section of the Army Service Corps.

Mr. E. G. R. Waters, Taylor Institution, Oxford, is serving as Second Lieutenant in the 9th West Surrey Regiment.

Miss Freeman, Wycombe Abbey School, is working in a hospital in France.

Mr. E. C. Casey, Bedales School, is serving as Second Lieutenant in the 8th Wiltshire Regiment.

Mr. P. J. Auger, Holt Secondary School, Liverpool, is serving in the 10th King's Liverpool Regiment.

## CORRESPONDENCE.

*[The opinions expressed in this column are those of individual contributors, for which the Association takes no responsibility.]*

### THE 'SUBSTITUTION METHOD.'

IN common, no doubt, with most of your readers, I have read with much interest Mr. Palmer's article on 'Some Principles of Language Teaching.' His general remarks seem to me thoroughly sound, and I do not propose to dilate upon them. I am concerned rather with his 'outline of a system of language study differing fundamentally from both Direct Method and the Method of Synthetic Construction.' May I state the 'Substitution Method' in slightly different words?

'A set of typical sentences, containing from twenty-five to thirty words each, are selected, exemplifying the most characteristic constructions, and containing all the words most frequently used for the purpose in hand. These are accompanied by a literal translation and a free English version of each of them. Each foreign sentence is divided into clauses of four or five words each, with their corresponding versions

attached; and the sentence is mastered clause by clause till it can be repeated with utmost readiness and perfect accuracy with and without the English. Having mastered the typical sentences, we turn to their component clauses and ring all the changes on each clause, one after the other, which are possible without changing the inflexions; never letting the old clauses drop, but working them in again and again with the new. When all the sentences are used up we can add more; and now in ringing the changes we may introduce the simpler changes of inflexion; and so on till our stock of words and idioms is large enough for our purpose. . . . Instead of grammar, the learner has acquired the habit of using naturally a large number of words and idiomatic phrases, and of putting them in their right places in sentences.'

Let me be honest: these are not my words at all, but a quotation from Sonnenschein's *Cyclopaedia of Education*, taken from the article de-

scriptive of Prendergast's Method. Prendergast's *Mastery of Languages* is doubtless out of print now; and so probably is Mr. Colbeck's little book on *The Teaching of Modern Languages*, which contains an interesting account of Prendergast's method, including his 'Diversifying Table showing the commonest English words grouped so as to facilitate the making of variations, to be used as exercises in *viva voce* composition in any language whether ancient or modern.'

Mr. Colbeck proceeds to state his objections to the system, and comes to the conclusion that 'we must reject Mr. Prendergast's system when it claims to be a sole exclusive method.' Mr. Palmer does not suggest that the 'Substitution Method' should be used exclusively; he regards it as 'a process of language study suitable for use side by side with other processes.' To me it seems that this process is likely to be valuable mainly in the teaching of adult students; but (to quote Mr. Colbeck) 'it is very hard to adapt to class teaching.' To some extent many of the familiar reform exercises are examples of the 'Substitution Method,' and I am not at all sure whether, in

school teaching, we can safely go much farther in this direction than we have already gone. Perhaps I am mistaken in thinking that Mr. Colbeck may have some reason for saying that 'the process is deadly dull'; and I am quite ready to believe that Mr. Palmer's process represents a marked improvement on Mr. Prendergast's. I therefore hope that Mr. Palmer will let us have the results of practical experience with the "substitution method."

This letter has become rather longer than I had intended, and I have no space to deal with that engaging little toddler B. taking his 'First Steps in Spelling Reform,' especially as I understand others are writing on the subject; nor dare I take up the time of your readers by discussing seriously the 'Pronunciation Reform' of that other unknown quantity X, as they might suspect I had lost my sense of humour. I must content myself with congratulating you, Mr. Editor, on securing these anonymous contributors; if we go on like this we shall soon have an M.L.T. 'A B C.'

WALTER RIPPMMAN.

## REVIEWS.

[*The Association does not make itself officially responsible for the opinions of reviewers.*]

*Erstes Deutsches Lesebuch.* By MARTIN SCHMID-HOFER. Short stories, poems, songs, Sprachübungen, 135 pp.; German-English vocabulary, 36 pp. D. O. Heath and Co.

This selection has a distinctly elementary aim—'for use by those children who have to some extent mastered the reading of the English language.' The author maintains that German should be used exclusively during the lesson, but allowance is made for those teachers and pupils of less stern stuff by the addition of a complete vocabulary. The book is printed in large type, *Erster Teil* in Latin, *Zweiter Teil* in German type.

*German Reader for Beginners.* By MARTIN H. HABETEL. Prose selections, 88 pp.; Poems, 28 pp.; Word Lists, Questions, and Exercises, 22 pp.; Vocabulary, 64 pp. Ginn and Co.

An ideal reader should contain a number of short selections suitable for reproduction and conversation, and stories long enough to sustain interest and give an opportunity for some literary appreciation. The author of this selection confines himself to the latter variety. We meet

with old favourites from Andersen and Grimm as well as more modern ones. The obsolete language of the fairy tales has been wisely modernized and their often irritating punctuation has been abandoned. The poems are well chosen and not too short.

*The Lay of Havelok the Dane.* Re-edited by the Rev. WALTER W. SKEAT. Second Edition, revised by K. SISAM. Pp. xl+171. Clarendon Press. 1915. Price 4s. 6d.

Students will welcome this new edition of *Havelok*, which they have long desired. It embodies most of the material accumulated on the subject in recent years, and presents it in an accessible form and in an English dress. The Introduction contains much new matter—e.g., with reference to the sources of the story, the rimes and phonology—which will be of particular value to those whose knowledge of Middle English is not very extensive. The Notes are concise and helpful, containing as they do the latest theories on difficult passages. The edition is indispensable to students of Middle English.

E. J. M.

## MODERN LANGUAGE ASSOCIATION.

A MEETING of the General Committee was held at University College, London, on Saturday, May 27.

Present: Mr. Hutton (chair), Miss Allpress,

Mr. Allpress, Miss Althaus, Miss Ash, Messrs. Atkins, Brereton, Miss Burras, Messrs. Chouville, Fuller, von Glehn, Miss Hart, Messrs. D. Jones, Macgowan, Mansion, Payen-Payne,



Perrett, Prior, Richards, Robertson, Miss Strachey, and the Hon. Secretary.

Apologies for absence were received from Messrs. Cruttwell, Gerrans, Odgers, Rippmann, and Rouse.

The minutes of the last meeting were read and confirmed. The Chairman introduced the question of the attitude of the Association towards the teaching of German and other foreign languages in schools, and a lengthy discussion ensued. Professor Savory, who could not be present, wrote urging that the Association should support the teaching of Spanish and Italian in schools.

Eventually Dr. Macgowan moved that the question be referred to a Sub-Committee. This was agreed to, and Miss Althaus, Professor Atkins, Messrs. Brereton, Bullough, Chouville, Miss Burras, Dr. Macgowan, Professor Robertson, Mr. Woolf, the Chairman and Hon. Secretary were appointed to serve.

A motion by Professor Atkins, deprecating any reduction in the attention given to German in schools, was ordered to be submitted to the Sub-Committee.

The Sub-Committee was instructed also to consider the terms of entrance to Universities and the age at which languages should be begun.

The letters and resolutions of the Historical Association printed below were then considered, and it was agreed to accept the invitation to confer. The officers were appointed to represent the Association.

A letter from Professor Robertson, Chairman of the Board of Studies in Medieval and Modern Languages in the University of London, was read, inviting the Association to send four representatives to confer with a Committee of the Board on a Modern Language Syllabus for the revised Higher School Examination.

The invitation was accepted, but the appointment of representatives was deferred.

The Report of the Sub-Committee on Interpreterships in the Army and Navy was then considered. The following recommendations were adopted:

#### (1) Interpreterships During Present War.

That the Modern Language Association should make representations to the military authorities as to the unsatisfactory conditions governing the supply of army interpreters during the present war, and should urge them to establish some machinery which should enable the public schools and other educational bodies and educational associations to bring forward the claims of suitable candidates.

#### (2) Permanent Regulations.

That the military authorities be asked to grant to all boys in secondary schools who, under pre-war conditions, would have been eligible to sit for 'Certificate A,' a certificate of exemption from the preliminary examination, on their producing evidence of having passed an equivalent examination, and to extend to such boys the right to the appropriate monetary grant if and when they enter the regular army as officers.

The following were appointed to serve on the Sub-Committee for the Annual General Meeting: Mr. Allpress, Miss Ash, Miss Hart, Mr. D. Jones, Miss Strachey, Dr. Walters, and the Hon. Secretary (convener).

A letter from Mr. C. J. Forth, Headmaster of Goole Secondary School, *re* new regulations for entrance examinations to training colleges, was read. Owing to the lateness of the hour, full consideration of this question was impossible, and it was, therefore, postponed.

The following five new members were elected:

Miss E. M. R. Bradshaw, High School, King's Lynn.

Miss Ida M. Cowley, M.A., Warehousemen and Clerks' Schools, Cheadle Hulme.

Miss M. E. Harris, B.A., Durham County School for Girls.

Miss Phyllis Lavington, B.A., Crediton Grammar School.

Miss H. S. Vandel, the Norland Place, Holland Park Avenue, W.

22, Russell Square, W.C.

*April 6, 1916.*

DEAR SIR,—As President of the Historical Association I have the honour of submitting to you the enclosed resolutions passed at a meeting of the Council on March 25, 1916.

The Council recognizes the difficulties and dangers that under the present conditions threaten the advance of education in the due study of the Humanities, and it believes that these must be met by the unanimous effort of all those interested in maintaining a liberal scheme of instruction.

I am asked by my Council to convey to you the desire of the Historical Association to co-operate with the Modern Language Association in the effort to secure and maintain the principles defined in the resolutions enclosed, and to invite your support in this cause.

I am, yours faithfully,

ALICE STOPFORD GREEN.

The Secretary of the Modern  
Language Association.

RESOLUTIONS PASSED BY THE COUNCIL OF THE  
HISTORICAL ASSOCIATION.

- (1) That it is the opinion of the Council
  - (a) That it is essential that in any reorganization of our educational system an adequate study of the Humanities must be provided for in all stages of the school curriculum.
  - (b) That the adequate study of the Humanities demands that in all stages of education

there should be adequate study of language, literature, geography, and history.

- (2) That the above resolutions be communicated by the President to the Classical, Modern Language, English, and Geographical Associations, and that these Associations be invited to confer with the Historical Association as to their willingness to unite with it in the common defence of humanistic education.

# EDITORIAL NOTES.

Sub-Editors: Miss ALTHAUS; Mr. H. L. HUTTON; Mr. DE V. PAYEN-PAYNE  
Dr. R. L. GRÆME RITCHIE; Miss E. STENT; Professor R. A. WILLIAMS.

SIR,—We should like to remind members that the Association is suffering financially from the war in more than one way. The subscriptions of members on active service—now a considerable body—have been remitted, and the number of new members elected is very small. This makes it all the more urgent that dues should be paid. A large number of subscriptions for the current year are still outstanding. Would members who are in arrears kindly send cheque or postal order for 7s. 6d. as soon as possible to the Hon. Treasurer at 58, Erskine Hill, Hendon, N.W.?

Members six months in arrears are not entitled to receive the magazine.

To prevent misunderstanding it seems needful to add that the red label has been affixed to all magazines. Its applicability to his or her own case is left to the conscience of each member to determine.

Yours faithfully,

W. PERRETT, *Hon. Treasurer.*

G. F. BRIDGE, *Hon. Secretary.*

All contributors are requested to send in matter by the 24th of each month, if publication is urgently required for the issue following.

MODERN LANGUAGE TEACHING appears eight times yearly, viz., on the 15th of February, March, April or May, June, July, October, November, and December. The price of single numbers is 6d.; the annual subscription is 4s. Orders should be sent direct to the Publishers, A. and C. Black, Ltd., 4, Soho Square, London.

Contributions and review copies should be sent to the Editor of MODERN LANGUAGE TEACHING, Cuirathain, Harpenden, Herts.

The Journal is sent free to all Members of the Association, but those whose subscription for the current year is not paid before July 1 are not entitled to receive it.

The Annual Subscription to the Association, payable on January 1, is 7s. 6d., and should be sent to the Hon. Treasurer, Dr. W. PERRETT, 58, Erskine Hill, Hendon, N.W.

Applications for membership should be addressed to the Hon. Secretary, Mr. G. F. Bridge, 7, South Hill Mansions, London, N.W.

The MODERN LANGUAGE REVIEW, a Quarterly Journal of Medieval and Modern Literature and Philology, edited by Professor J. G. Robertson, and published by the Cambridge University Press, is supplied to Members of the Association at a special annual subscription of 7s. 6d., which must be prepaid. It should be sent with the membership subscription (15s. in all) to the Hon. Treasurer. Those who wish to take in or discontinue the REVIEW should communicate with the Hon. Secretary.

The attention of Teachers is drawn to the collection of French and German School Books, carefully selected by a Sub-Committee, and known as the Travelling Exhibition. It may be inspected on applying to Mr. Twentyman, Board of Education, Whitehall. A Catalogue (sent *gratis* to members) has been issued of all sections except Reading Texts, of which a separate and minutely detailed list is being prepared. For particulars of conditions on which the Exhibition may be loaned apply to Miss Hart, as below.

The Hon. Secretary will be glad to receive from members the addresses of well-educated families on the Continent willing to receive English guests, which can be recommended to students and teachers wishing to study abroad. The addresses of houses where an English guest is not likely to meet any other English people are specially desired. Names of families should not be sent unless the member can recommend them from personal knowledge. Full particulars should be given.

Communications on the under-mentioned subjects should be addressed to the persons named:—

**Exchange of Children:** Miss BATCHELOR, Bedford College, Regent's Park, N.W.

**Magic-Lantern Slides:** H. L. HUTTON, 2, College Gardens, Dulwich, S.E.

**Residence Abroad (Women):** Miss SANDYS, 30, East St. Helen's, Abingdon; **(Men):** The Hon. Secretary.

**Travelling Exhibition:** Miss HART, County Secondary School, Sydenham Hill Road, S.E.

**Scholars' International Correspondence:** Miss ALLPRESS, Berkhamsted School, Herts.

Correspondence on all other subjects should be addressed to the Hon. Secretary.

It is urgently requested that all Postal Orders be crossed.



# MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN  
LANGUAGE ASSOCIATION

EDITED BY J. G. ANDERSON

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VOLUME XII. No. 5

July, 1916

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## DR. BRADLEY ON SPELLING REFORM.

(Concluded.)

LOOKING at the evolution of writing as a whole, we are asked to believe that it has consisted in three stages. First, out of pictures standing for nothing but the depicted objects there was developed a series of ideographs representing a great variety of ideas as well as objects, and having some degree of completeness as a vehicle for the conveyance of thought of a simple kind. Secondly, by a slow process extending over many centuries the ideographs gave birth to an alphabet of signs standing for sounds alone; which is admitted everywhere out of China to have been a great improvement, and by Macaulay in his essay on Bacon is hailed as 'the greatest and most useful of all human inventions.' Thirdly, some European nations, especially ourselves, have in recent centuries been slowly winning their way back from a phonetic towards an ideographic and unphonetic system of notation, and this also is an improvement, as being 'a more direct method of symbolizing thought.' There is an attractive optimism about this view, regarding all that has happened as for the best, but surely it cannot hold. If it was a gain to substitute a phonetic alphabet for ideographs, the return towards an unphonetic system is a loss. Nor can our spelling be

truly said to have developed at all. In general it has remained relatively rigid instead of accommodating itself to the far greater changes of language. While the spelling of Chaucer is believed to have fairly represented his speech, modern speech is caricatured, as I have heard it put, rather than represented in modern books. Yet if we were to restore Chaucer's spelling for the large number of his words that survive, we should on the whole, though not without exceptions, be far worse off than we are now. In the first two lines of his Prologue, *whan Aprille sote droghte Marche perced rote* would not so well render modern speech as *when April sweet drought March pierced root*. The change of spelling has in general been in the right direction, following in the footsteps of speech, but lagging too far behind, and in recent times hardly getting forward at all. It is not development to stay as you were, and this supposed third stage in the evolution of writing is no true growth, but an arrest of development having the effect of a retrogression.

Moreover, the proof of a beneficial development rests at the bottom on the assumption that a word makes a better ideograph if it is unphonetically spelt—

an assumption which, if there is any soundness in the preceding discussion of the ideographic action of words, has already been proved unsound. That action, depending on the frequent association of the symbol with the idea, is independent of the method of its construction, and is not increased by unphonetic spelling, nor will be diminished by making spelling more phonetic. That unphonetic spellings make as good, or nearly as good, ideographs as phonetic, I believe to be true, and a dim perception of the fact has probably been a powerful cause in delaying reform; but there is no ground whatever for the belief that they make better. It cannot be seriously contended that *plough* is a better ideograph than the more phonetic *plow*; rather indeed the advantage is with the latter on account of its shortness, and the same will apply to any phonetic spelling that may supersede them both. All spellings, good and bad alike, become ideographs by dint of familiarity alone. And therefore, with deference to Dr. Bradley, 'the pressure of the ideographic need' does not exist.

In yet another point the argument is capable of definite refutation. It is not because of their usefulness that the graphic distinctions of such homophones as *too* and *two*, *write* and *right*, have been preserved, for silent letters and spellings that have long been unphonetic survive in as many or more cases where they have no such use at all. The *b*'s of *limb*, *thumb*, and *crumb*, the *k*'s of *knife* and *knee*, and the *p* of *psalm*, do nothing to distinguish those words from others, yet they survive and have been as tenaciously defended against reform as any of the others. We must respectfully insist that it is in the main to conservatism and a kindred spirit of excessive reverence for the classics that the present unphonetic spelling is due.

Lastly, the influence of spelling on

speech is traced in two ways. Everyone has heard of 'spelling-pronunciations'—according to Dr. Bradley, 'the bugbear of pedantic phoneticians.' Among place-names *Cirencester* used to be called *Sissiter*, and if the name is now again pronounced in full, that is no doubt because the full spelling was retained, instead of shrinking, as *Exanceaster* has shrunk through *Excester* to *Exeter*, in conformity with speech. And I suppose in time we may get back from the modern *Glo'ster* to *Glue-sister*, or something like it. Words that have become relatively rare in speech, when they are spoken, are apt to be pronounced more fully than when they were common. *Comrade* is an instance in point, and if *comfort* became rarer, probably its first vowel, like that of *comrade*, would resume its original sound, and be pronounced as in *Tom* instead of as in *come*. Such restorations have naturally a conservative effect, and so far as the changes undergone by a language may be degenerations, they must be to the good. When however Dr. Bradley assures us that they have often had 'the result of restoring valuable distinctions which the language had lost,' further illustration would have been desirable. The only example given is a dialect pronunciation of *son*, based on the spelling, and so distinguishing it from *sun*. A better instance may be found in the *l* of *fault*, recently restored from spelling to speech, with the result of making it different from *fought*, of which it had become, or would be now, a homophone. Doubtless Dr. Bradley could have given others, but in their absence we may doubt whether this influence of spelling on speech has been large.

A further effect of written on spoken English is shown in the formation of derivatives. *Canadian* and *Baconian* are derived, says Dr. Bradley, from the spelling, not from the spoken names. An even better instance is *Rhodesia*, pro-



nounced not *Roadzia*, according to the sound of the name, but, to my mind very absurdly, *Roadeesia*, or *Roadeesha*, or *Roadeezha*, heaven knows which. The consequence is that the relationship between each pair of words, clearly shown in print, is considerably obscured in speech. And this applies not only to derivatives of proper names, but to many allied pairs of ordinary words. The alliance of *critic* with *criticize*, of *rhetoric* with *rhetorical* and *rhetorician*, is less clearly shown in speech than in spelling, which has not followed the divergent modifications of the sounds. To this we shall have to return in considering the pros and cons of reform, to which we may now proceed.

The following appear as objections to any comprehensive reform of spelling:

1. If rigorously carried out, it would involve the abolition of certain ideographic devices used in print. There is nothing in speech to correspond to the capitals of print, to inverted commas, to the apostrophe used in the possessive case, which must all go if we are to print nothing but signs for sounds. *V* and *5* are also ideographs, and would have to be replaced by *five*, a serious matter in a book dealing with long figures. To these might have been added the gaps between printed words. Such intervals do not occur in speech, in which the voice vibrates continuously, though not evenly, throughout the words uttered in a single breath, except when interrupted by voiceless sounds. In *When will the war be brought to an end?* the only break of voice is between *brought* and *to*.

Little emphasis, however, is laid on this objection; and rightly so, for it is easily answered. Reform need not be so rigorously carried out, and all these devices can be kept so far as they are useful. In reasonable schemes, such as that of the Simplified Spelling Society, they are all retained.

2. The graphic distinctions of homophones would be lost. *Rite*, *write*, *right*, and *wright*, and all such pairs and groups of words, would have but one spelling as they have but one sound. This is an old objection to reform, to which some weight must be given. So at least I think, but it has been flatly denied, as by Whitney, a good authority, in his *Language and the Study of Language*, 1868: 'Nor do we gain a straw's weight of advantage in the occasional distinction to the eye of words which are of different signification though pronounced alike . . . our writing needs not to guard against ambiguities which are never felt in our spoken speech; we should no more miss the graphic distinction of *meet*, *meat*, and *mele*, of *right*, *write*, and *rite*, than we do now that of the two *cleave's* and *page's*, the three or four *found's* and *sound's*, or the other groups of homonyms of the same class.' That is the first reply to this old objection. It must be borne in mind that to spell these words alike is only to introduce into literature the same possibilities of confusion as already exist in speech, and these are very small. Whitney no doubt goes too far in saying that they are never felt. Dr. Bradley gives instances of expressions which would be safe in writing, but ambiguous in speech. We might write of 'our two ingenious friends,' or of Trafalgar Square as 'the finest site in London,' without fear, but the same expressions in speech would be liable to misinterpretation. To avoid this we may sometimes be driven in conversation to 'awkward shifts' which writing does not need. And it is not only actual ambiguities, but 'obscure suggestions of irrelevant meanings' that the differential spelling enables us to escape in silent reading. While we may admit that there is some weight in all this, its importance may easily be exaggerated. The amusing instance quoted of a lecturer's exclamation, 'We must

look on Oxford as a whole, and what a whole it is!' itself shows the rarity of such ambiguities. If they became common they would cease to be jokes.

A search in Pitman's Phonetic Bible 1850 for ambiguities caused by homophones, there of course spelt alike, leads to the conclusion that while theoretically ambiguous words are as common as blackberries, actual ambiguities arising from them are very rare. This is due to the fact that their meaning is almost always determined by the preceding context. Thus while in any phonetic spelling *be* and *bee* would be alike and theoretically ambiguous, *to be* and *a be* could never be so. This practically confines ambiguity to words occurring at the beginning of a sentence or clause. But even there it rarely happens, because the small words among which the homophones almost exclusively occur are read not one by one but two or three simultaneously, being focussed on the retina together. As a casual example let us take the fourth verse of the third chapter of Joshua: *Yet there shall be a space between you and it, about two thousand cubits by measure: come not near unto it, that ye may know the way by which ye must go: for ye have not passed this way heretofore.* Here out of forty words, no less than fourteen are ambiguous in Pitman's spelling, *by* *not* and *way* each occurring twice: yet the meaning of all except *there* is determined before we reach them, and that of *there* by the word immediately following, probably read at the same moment. It appears then that the chances of actual ambiguity occurring in print, if all homophones were spelt alike, are even less than in spoken words, which must always be heard in succession, and in these they are not large.

Moreover it is questionable how far the distinctive appearance of homophones in writing ought to or does enable us to use them where they would cause ambiguity in speech. We may be sure the

translators of the Bible, intending their version for public reading, were careful to avoid any such uses, and however strictly a work may be intended for the study, it is always liable to be read aloud. The rare word *aural*, which would sometimes be convenient, has probably been deliberately avoided by writers for fear of confusion with the commoner *oral*, though to the eye they are quite distinct.

On the whole it seems that the chief advantage of the differential spellings of homophones occurs in writing about words. To a lexicographer it is quite a considerable saving to be able to discuss the word *write* without further explaining which 'of the four he means, and Dr. Bradley as a lexicographer may be inclined to attach undue importance to the advantage.

Finally, this disadvantage of reform is to be taken in connection with advantage No. 2.

3. Reform would upset the scientific vocabulary. To spell the new names which are continually being coined for new things according to their English pronunciation would make their recognition more difficult not only to the foreigner, who now spells them much as we do, but even to the English scientist himself. This Dr. Bradley sets down as one of the great obstacles in the way of reform, but to do so is surely to make mountains, I will not say out of molehills, but out of mounds. Except so far as they pass into speech, these words are hardly English at all. Dr. Bradley himself denounces them as 'monstrosities of un-English English,' advocating their banishment to a *Lingua Franca* of science, some yet unborn successor of Esperanto. On the one hand, if not English, they need not be reformed until they do pass into current speech, and on the other, as noticed under the following objection, it is not in 'primarily graphic' words such as these that great alterations would be



required if they were reformed with the rest. In any case Science can surely look after herself and would be the last to oppose any general reforms that might be proved desirable on public grounds.

4. Not only scientific coinages, but all 'primarily graphic' words 'depend for their mental effect on the resemblances of their written forms to the Greek and Latin words they come from.' Material changes of spelling would rob them of that effect, and multitudes of them would in consequence become obsolete, causing much inconvenience.

It is not quite easy to see why this result should follow in the case of any of them that may be useful. It is certain that the coinage of scientific names will go on whatever spelling may be adopted, and literary coinages appear to depend in the main on the same conditions. Let an author write what new words in what spelling he pleases in his own book, and these will or will not come into circulation either as book-words only or also in speech, according as they may appear to be of use. It is also to be noticed that, so far as any primarily graphic words, scientific or literary, may be retained on reform, since in their case the pronunciation follows the spelling, the spelling cannot require much alteration in order to fit it to the pronunciation. Any doubts as to their sounds can only be due to the uncertain phonetic values of our letters. The chief alterations will occur in ancient words that by long and frequent usage have undergone great changes of sound not registered in the spelling.

But waiving this reply, and assuming as probable the loss of large numbers of these words, the resulting inconvenience is to be weighed against advantage No. 4.

5. Reform would in many cases obscure or destroy the connection now shown in writing between words and their derivatives and other relatives. Many pairs of words allied in origin and

meaning have come to be pronounced differently even in those parts which they have in common, as may be seen, or rather heard, in *unite* and *unity*, which differ considerably in sound, while in spelling they remain much alike. Adopting for the moment a popular phonetic spelling—not that of the Simplified Spelling Society—and using doubled consonants to indicate the fall of stress, it is easily seen that *krittisyz* would look less like *krittik* than it does in the present spelling, and *ritorrikle* would be considerably differentiated from *retterik*. This applies especially to the derivatives already noticed as having been formed on the spelling rather than the sound, like *Canadian*, *Baconian*, and *Rhodesia*, pronounced as if they came from *Canayda*, *Bacown*, and *Roadees*. The result, according to Dr. Bradley, would be that 'an illiterate person, or one who knew nothing but phonetic spelling, would be utterly unable to see any connection between the adjectives and the proper names.' Possibly; but how is an illiterate person helped by the present spelling? And as to one who knows nothing but phonetic spelling, we have again to remember that the worst offence with which it is charged is that it will not show him these relations of words more clearly than they appear in speech. The suggestion is that one who has heard tell of the country *Canada* may not on hearing the word *Canadian* perceive the relation between the two, and that phonetic spelling will not help him to do so as much as the present spelling does. There is evidently a grain of truth in this, but so far as it holds the worst result is that he will have to learn the two independently, just as we now have to learn that Holland belongs to the Dutch, and that those who do the work of a house are domestics, and as I remember a lady who had not learned Latin, failing to recognize in *refrangible*—an unfamiliar word—a rela-

tive of *refraction*, which she knew, was reduced to asking what it meant. It is certainly a help to us that the meaning of an unknown word should often be revealed by its likeness to a known one, and all that tends to disturb such likenesses must be a drawback as far as it goes, but there is nothing essential about it. The relationships of words are continually being severed and forgotten, apparently with little resulting harm. Who now knows that *batch* is a relative of *bake*, and *match* of *make*? Probably none but etymologists and those who have learnt it from etymological books imagine any closer relation between them than between *catch* and *cake* or *latch* and *lake*. Yet it seems not to matter. On the whole it would appear that, as long as the meanings remain fairly close, as in *watch* and *wake*, and as I suppose they must always be in *Canada* and *Canadian*, it does not need a very close resemblance in sound or spelling to give a sufficient clue; and when the meanings have considerably diverged, as in *batch* and *bake*, a knowledge of the relation, however interesting, ceases to be useful to the average man.

Moreover if spelling were kept fairly close to speech, spelling derivatives would presumably cease to be made. Had Rhodes's name been spelt as it is pronounced, we should have been spared such a monstrosity as *Roadeesia*, and the Colony would have better commemorated its eponymous hero. With universal education there ought to be no illiterates, and if such there are, it is our spelling that is to blame. If phonetic spelling brings all literature within their reach, it is indeed a trifling price to pay for such a privilege, that it will not, like the present spelling, make the connections of some related words more apparent than they are in speech.

Now to turn to the advantages that may be expected from reform:

1. Different words now spelt alike—the homographs already noticed—will be distinguished by different spellings: *Lead* will no longer stand for a metal as well as a verb, nor *read* for a verb both in the past and the present tense. But these examples are not the best, because the metal, in ceasing to be spelt like the present tense of the verb, will be spelt like its homophone *led*—the past tense—and similarly the past tense of *read* will become like its homophone, the colour *red*. There will, therefore, be little immediate gain, and it is surprising how often this will happen owing to the abundance of homophones. But better instances can be found in plenty, and have often been noticed, for the point is far from new. Such are the spellings *wound*, *wind*, *close*, *refuse*, *invalid*, *minute*, each of which stands for more than one word, and would be rescued from ambiguity by any phonetic style. Perhaps however a more important instance than any of these is afforded by the common word *that*, which has become by usage two words of different sounds and meanings, one serving as demonstrative pronoun, the other as relative pronoun and conjunction, as shown in Hamlet's words:

'Give me that man

That is not passion's slave. . . .'

To have these spelt differently would, I believe, be to gain more than would be lost by the reduction of many such homophones as *write* and *right* to visual identity. While these would hardly ever be confused, on the other hand the two *that*'s are never confused in speech, but on coming to one of them in reading it is often impossible to tell which of the two it will prove to be. Had the lines just quoted run,

'Tell me that man

Is never passion's slave. . . .'

they would have been ambiguous, and the sound and sense of the *that* would



have depended on the following context, which might have been either as it is :

' And I will wear him  
In my heart's core—ay, in my heart of hearts.'

or, for instance :

' And I shall ask you,  
Come you from Mars ?'

Visual differentiation of this pair of words would often save us from harking back to pick up a lost sense. 'The sternest of orthographical conservatives,' says Dr. Bradley, 'can hardly deny that this particular feature of English spelling ought, if possible, to be reformed.' If so, their sternness is somewhat abated, for taking their stand on etymological grounds, they used to oppose any reform whatever. But let us hope Dr. Bradley is right, and proceed to another advantage of reform.

2. The graphic distinction of homophones will be abolished. It may seem inconsistent that this and the fourth item, already considered as objections to reform, should appear on both debit and credit sides of the account. The inconsistency, if any, must be laid to Dr. Bradley's charge; but in reality it is only apparent, for a blessing in the guise of a curse is no new or impossible thing. These homophones are the symptoms of a linguistic disease, from which, owing to a natural dislike of ambiguity, 'the oral language shows a tendency to free itself when the influence of writing does not interfere.' The different spellings, obscuring the identity of the sounds, 'tend to perpetuate the evil by making it more tolerable.' *Allowed* and *aloud* look so different in print, that their phonetic identity may well escape notice. 'When *queen* and *quean* came to be pronounced alike, it was inevitable that the latter should become obsolete as a spoken word,' and 'when phonetic spelling is established it will wholly disappear from the lan-

guage,' which will thus in time be freed from many of its ambiguities.

The inconvenience that will immediately result from a complete recognition of the fact that all words sounded alike are one word, which cannot conveniently be used for meanings liable to be confused, is thus shown to be the beneficial pain which, as the only warning of the disease, is a necessary condition of a cure, while their different spellings are but a treacherous anodyne, lulling us into a false assurance that all is well. So well does Dr. Bradley bring out the point, that it is with surprise that we read at the end of the address the assertion that, owing partly to the abundance of homophones, 'English is far more unsuited than other European tongues to be written phonetically.' Evidently if we have suffered more than others from the ravages of the disease, it is we who most of all stand in need of the cure.

3. Spelling will become a standard of correct pronunciation, which will thus be brought more under control. Its influence must always be conservative, because in speech change proceeds so naturally and subtly as to be often unobserved, while alterations of spelling are conspicuous, and must be deliberately made. But evidently, in order to produce any considerable effect, writing must be in reasonably close touch with speech. If the spelling of *though* and *through* tells us anything about their sounds, it is that, except for the *r* in the latter, we ought to pronounce them alike, ending both with some kind of Teutonic guttural. Few will think this desirable, but on the assumption that it is so, it is evidently a counsel of unattainable perfection. The guttural has been lost beyond all possibility of restoration, and for the rest the two words have not a sound in common. To arrest the decay and threatened loss of *h* must evidently be more difficult while we continue to write it, as in *honour* and

*hour*, where by common consent it is not to be pronounced. All but those who are satisfied that the present-day tendencies of English pronunciation are wholly for the best should seriously consider this important benefit of reform.

4. Here, again, is an item appearing on both sides of the account. We have already noticed, and found some reason to doubt, the probable loss of multitudes of primarily graphic words, and the resulting serious temporary inconvenience, which are expected to follow a reform of spelling. As however on such a point we shall hardly find a better authority than Dr. Bradley, let us accept his judgment, but accept it as a whole. The inconvenience will, he says, be temporary, and in this case again it will be only a beneficial pain to warn us of the approach of disease. In the words already quoted in part, 'A language is not in a healthy condition when a large part of its literary vocabulary can be perfectly understood only by the aid of foreign tongues. The universal adoption of phonetic spelling would do something to free our language from its unnatural bondage to the alien, to compel the development of its native resources, and to revive its decayed powers of composition and derivation.'

To these four advantages I shall add two which Dr. Bradley has overlooked.

5. It will surely be useful even to the most practised readers that the spelling of words seen for the first time should clearly indicate their pronunciation—that every word should be its own Pronouncing Dictionary. As has been pertinently asked by the Poet Laureate, though everyone knows how to pronounce *bush-ranger*, who can say what the sounds of *rush-banger* might be? Our alphabet ought to afford the means of representing our own speech-sounds with reasonable exactness and certainty.

6. The greater brevity of any phonetic style, with the consequent economy

to reader and printer alike, is no small thing. The mere omission of doubled consonants and other silent letters would effect a considerable saving, and if the alphabet were at the same time reformed so as to exclude all digraphs, it can easily be shown that with the aid of a few simple abbreviations our books could be reduced to less than three-quarters of their present length.

Now putting together these pros and cons, we may surely claim that on the whole a good case is made out for reform. Of the objections alleged, Nos. 1 and 3 are shown to be of slight account, since no one proposes to abolish capitals or the other ideographic devices of print, and the vocabulary of Science on the one hand need not be reformed at all, and on the other hand can be reformed, if desired, with little difficulty. Nos. 2 and 4, the loss of the graphic distinctions of homophones and the reduction of the vocabulary by the disappearance of large numbers of primarily graphic words, are admitted to be temporary inconveniences, far outweighed by ultimate benefits, and the same applies in some degree to No. 5, the severance of the spelling-connection between related words. The weight of several objections having also been somewhat reduced by criticism, there remains but little of them outstanding to counter-balance these admitted ultimate benefits of reform and the clear advantages to be derived under heads 1 and 3 from the distinctive spelling of homographs and the increased control of pronunciation. If these are not enough to turn the scale, we can still throw in advantages 5 and 6, overlooked by Dr. Bradley, the improved suggestion of sounds of unknown words and the greater brevity of a phonetic style. Judgment ought therefore to have been given on the other side, and Dr. Bradley is a more thoroughgoing reformer than he knows. Indeed if his address had been primarily concerned with spelling-reform,



he would probably have better ascertained the strength and bearing of his opinions, instead of describing them, with little justice to himself, as 'exceedingly vague.' As it is, the arguments, though good, are thrown out in a generous disorder of a truly literary type, which much obstructs the ascertainment of their relative value and joint effect, and I doubt whether Dr. Bradley took half as much trouble over his address as I have taken myself.

But which way judgment ought to have gone on these counts is a matter of little consequence. We may if we please leave this nice calculation of profit and loss with the assumption that the scales have turned against reform, for the overwhelming advantage which must make them kick the beam in its favour has so far been left unnoticed.

Although it seems indisputable that the true and only purpose of a system of literary notation is the conveyance of thought, it is not the whole truth, for it leaves out of sight an immensely important quality in any such system—that of being easy to learn. So far we have contemplated reform from our own point of view, or rather let us say, from that of a young man just educated and looking forward to a long life destined to be devoted to literature in the sense of ordinary reading and writing to the extent of several hours a day. But the point of view at which we ought to place ourselves to judge this question is not that of the single generation now in possession, but that of the ninety and nine generations yet uneducated and unborn. Supposing then that some other system were proved to be twice as efficient as the present one, but at the same time twice as difficult to learn, would it be worth adopting? It is at least very doubtful. Or supposing that a system somewhat less efficient than the present were shown to be twice as easy to learn, would its adoption not justify the sacrifice? It is hardly to be doubted that it

would. Now it has been proved to the hilt, especially by Dr. J. H. Gladstone in his *Spelling Reform from an Educational Point of View* 1878, that our present spelling interposes great obstacles in the way of the learner. After making the most careful enquiries as to the facts, the most conclusive of which are perhaps those relating to the bilingual schools of Malta and Leather Lane, where English is or was taught side by side with the phonetically spelt Italian, his conclusion was that of an average of 2,320 hours devoted by each child to spelling, reading, and dictation, 1,200 could be saved by spelling reform, and the remaining 1,120 would secure far more certain results. Dr. Bradley is fully informed of these facts, and does not minimize them. The main advantage of a phonetic over an ideographic system is, he says, 'That it is so enormously easier to learn'; and again, 'There is no doubt that those unphonetic features of our spelling, which have their practical value for the educated adult, do add enormously to the difficulty of learning to read and write. The waste of time in education caused by the want of a consistent relation between the written and the spoken word is a serious evil, which urgently calls for a remedy. After all, it is the interest of the learner, not that of the person who has mastered all the difficulties, that has the first claim to consideration.' His realization of this makes his final judgment all the harder to understand; but perhaps the explanation is to be found in a conviction, not that reform is not desirable if we could have it, but that the 'enormous difficulties which stand in the way of procuring acceptance for any extensive scheme' practically confine us to the piecemeal remedies which he advocates. I believe this attitude to be due to a misconception of what is far the best, perhaps even the only possible, method of reform, and to this point I shall devote my remaining pages.

It is no doubt a sound opinion that so considerable a reform as is required must be gradual, but there are two ways in which a gradual change may take place. Either our present style of print and writing may be gradually modified, or a new concurrent style may be introduced, complete in itself from the start, and gradually supersede the old. The first method is that contemplated by Dr. Bradley, and now being attempted in America, where lists are occasionally issued of words that may be spelt in a new and improved way; it might be called the method of Catalog. To do this is at least much better than doing nothing, but the question arises how far such spellings will be adopted by those who have long been accustomed to another way, or even by the teachers in schools. The second method is that of the English Simplifyd Speling Sosyeti, who while confining themselves to the existing alphabet and type have utilized it to devise a phonetic scheme capable of spelling all English words, in which they have printed and issued a short story and a school Primer, and which is designed in time to supplant the present style. But, it will be said, to introduce such a style is one thing, to procure its acceptance in place of our time-honoured spelling is quite another. Here we come to an important fact which appears to me to be the key of the whole position. It has been fully established by direct experiment that a phonetic style can be introduced in schools as a useful step in learning to read our present books. Not only is it far more easily learnt than our present style, not only are children who have learnt it placed in a position of great advantage for attacking the other—these things could hardly be otherwise—but it actually takes less time to learn the new and the old styles in succession than to learn the old without the aid of this intermediate step. Though at first

used only as an intermediate step, in the simplest Primers containing only one-syllabled words, to be put aside and perhaps forgotten as soon as the present books could be read, if once firmly rooted, a good phonetic style could hardly fail to come into increasing use and finally to supersede the old. But as prophecies usually prove false, if it should fail, what then? Simply it would continue to be used as a means of education only, and we should still be free to pursue the Catalog method of reform.

The average reader regards our present style at least with toleration, perhaps with admiration, reverencing it as his mother-tongue. This is a mistake, for either our mother-tongue is not what we speak, or it is not what is represented by the symbols of our books. Nevertheless, why disturb him in the use of what he rightly regards as at least a reasonably efficient vehicle for the interchange of ideas? For my part I see no reason why any one educated in our present style should ever be compelled to learn another, nor why books should not continue to be printed in it as long as they remain in demand, even supposing prevention to be possible, which it probably is not. School-teachers are of course an exception, but they will be more than repaid by the simplification of their daily task. But if we leave the practised reader undisturbed, why on the other hand should we deny to the children the most efficient means yet discovered of teaching them to read existing books?

I have so far spoken of the scheme of the Simplifyd Speling Sosyeti as the last word in reform, but the foregoing reflections make it more than doubtful whether, if we leave the practised reader out of account, as I believe we must, a far more thorough scheme might not well be adopted, including alphabetic reform. Confining themselves to the present alphabet, which they expand by the use



of digraphs, they take fifty-seven letters or more to express the forty sounds of modern English, and thus apart from other objections lose nearly all the economy of reform. The objections to alphabetic reform are all those of the man in possession, who knows the twenty-six letters and thinks they ought to be enough. From the point of view of the

generations to come, no scheme can be satisfactory which does not reform alphabet as well as spelling, for with twenty-six letters, or rather with the twenty-two which are alone available, it is impossible to devise a good notation for the forty sounds of modern English. But this tempting theme would carry me beyond the limits of my present subject.

A. D. WILDE.

## PLACE OF LANGUAGES IN EDUCATION.

### III. THEIR RELATIVE VALUE.

(‘Speech is a wondrous gift divine.’)

IN my first article on this subject I endeavoured to point out some grave defects in our English system of education. We fall behind several other nations in various respects, and probably most of all in our teaching of modern languages. Classics and science are, of course, entitled to high rank; but for the purposes of general education the study of living languages is of still greater importance. Once despised and relegated to an obscure background, they have at length obtained fuller rights of citizenship, but some of our older pedagogues still regard them with suspicion and dislike. Let us therefore now try to determine the proper place of living languages in education. Let us examine the question impartially, ‘nor set down aught in malice,’ for at this critical stage of our history it is urgently necessary for us to find the right solution. Long and animated discussions have repeatedly taken place between the partisans of the dead and those of the living languages, but have seldom gone to the very root of the matter. As regards philological and literary value, the truth lies between the conflicting views. Living languages are no more separable from the dead than the tree from its roots; the one class is the necessary complement to the other with respect to both language

and literature, and it is therefore idle to compare them. The living language has to be traced back to its remote and invisible sources, and these ancient sources in turn have to be investigated with the aid of books written in various modern languages. As regards the practical value of languages, on the other hand, there can be no question of comparison between the dead and the living. The living are necessarily far more useful in all affairs civil or military, political or diplomatic, or commercial. ‘A living dog is better than a dead lion.’ Yet the dog, once an inferior animal, has grown up to be a worthy rival of the dead lion, *teste* a legion of names such as Dante and Shakespeare, Racine, Goethe, and Tolstoi. But while we may thus reasonably claim equality of literary value for living and dead languages, our older educationists always insist that the latter are more disciplinary, more difficult, and more educative. Apart, therefore, from the question of utility, about which there can be no dispute, there remains the educational question to be considered.

If, then, we can prove that modern languages are not only more useful but even more difficult, disciplinary, and educative than ancient, it is obvious that their relative places in our school programmes should be greatly modified, if not entirely reversed. This is of course already done on the ‘modern side’ of

our schools; but I shall submit that modern languages should be largely introduced into the 'classical side' also. The very existence of these 'sides' proves that the pupils are allowed to specialize from much too early an age. To nurture little boys mainly on classics is almost as bad as to feed them on book-keeping and 'commercial' French or German. 'Sides' ought therefore never to be tolerated until a sound general and all-round education has been attained at the age of fourteen or more. Classical teachers, not without reason, scoff at the 'modern side' as an asylum for the feeble-minded, but their own 'side' is also very far from being satisfactory. Let us now examine the chief 'classical' arguments.

The contention that classics are specially 'difficult, disciplinary, and educative,' was, doubtless, quite sound at a time when modern languages were utterly neglected and despised, but nowadays classics are certainly not entitled to a monopoly of these adjectives. No one denies that the description applies to Latin grammar and composition, or to the study of Greek literature, but it applies equally well or better to the language and literature of the most civilized modern peoples. This fact is brought home very forcibly to persons who have made a thorough study of one or more living languages in addition to Latin and Greek, but the champions of classics are rarely thus qualified to judge. Knowing little or nothing of living languages, they have often been heard to stigmatize them as 'languages of the shop,' which could easily be 'picked up' by going abroad for a few weeks. That men of learning, who ought also to be men of light and leading, should betray such ignorance seems almost incredible; but as the genus still exists, and may mislead the unwary as to the true ends of education, it is very

important that their fatuous arguments should be refuted. This has often been done before; but the deeply-rooted prejudice in favour of the dead languages has seldom been probed to the core. If one were merely submitting the case to an impartial judge or jury, it might easily be disposed of by a simple *reductio ad absurdum*: 'Latin (they say), a dead language, with a difficult grammar and rich literature, is more important than French; therefore, Greek is more important than English: which is absurd!' But the hardened classicist would stoutly deny any absurdity; he would turn and rend us, and accuse us of begging the question. I can well understand his view, as my excellent old schoolmaster of fifty years ago was devoted to Greek, which he taught with admirable zeal every day of the week; but I have never forgotten that he was still more devoted to English literature, and that he fully recognized the value of modern *literæ humaniores*. Now, this very expression, originally applied to Latin only, opens up an interesting little historical inquiry. Why was Latin called, not merely one of the humanities, or civilizing studies, but 'humanity' *par excellence*? Everyone, doubtless, knows the reason why, but as it is specially relevant to our subject I may venture to restate it.

History tells us how Latin came to attain its supremacy over all other educational subjects, and history teaches us, as usual, that the abuses of a system almost invariably outlive its uses. Latin had its highly important uses in the Middle Ages. Throughout Christendom it was the language of the Church and the Law; it was also written and spoken by students and men of letters, in schools and Universities; and it even survived as the official language of Hungary down to the middle of the nineteenth century. At the present day its pale and shadowy ghost lingers solely in occasional aca-



demic theses and orations. This general and international use of Latin among the educated classes is explained by the fact that, during the Middle Ages, all the vernacular or indigenous languages were as yet crude and barbarous, spoken in many different dialects, and scarcely ever written. Latin was, therefore, the sole 'humane' language, but its supremacy soon begins to wane. The first landmarks of its decline appear in the ninth century, if not earlier. French appears as a written language in the litany of Ste. Eulalie, about 880, and Anglo-Saxon in the Chronicle founded by King Alfred about the same period. As the vernacular languages gain ground, so Latin is gradually ousted. The next great landmarks in its decline are the 'Chanson de Roland,' in France (end of eleventh century), the poems of Dante, in Italy (about 1300); the works of Langland, Wycliffe, and Chaucer, in England (1362-1400); the writings of Huss, in Bohemia (early fifteenth century); and the Bible of Luther, in Germany (early sixteenth century). In all these countries, at these respective dates, Latin was moribund, and throughout Christendom it received its *coup de grâce* from the Reformation. In some countries it became a dead language long before the Reformation, though in others it lived a little longer. In England, curiously enough, we can actually name the precise date on which it may be said to have received its death-blow. In 1362 Parliament ordained that its proceedings should thenceforth be recorded in English, instead of in Latin or in Norman-French; in the same year was published 'Piers the Plowman,' Langland's highly interesting poem; and between that date and 1384 the famous John Wycliffe wrote and preached in English, and translated the Latin Bible into English. Lastly, towards the end of the same century, appears Chaucer, 'well of English un-

defiled.' Down to that period, therefore, Latin might still claim its old precedence as the chief of all educational subjects; but by the year 1400 it had become for most practical purposes a dead language in England. Before that date English had been a comparatively crude and uncultivated spoken language; by that date it had become the written as well as the spoken language of the whole community. Once a humble and plebeian language, it had been promoted by Act of Parliament, by Langland, Wycliffe, and Chaucer, to be that of the Law, the Church, and the Court, and would ere long be that of Shakespeare and Milton. The foolish taunt sometimes hurled by our Latinists and Hellenists at modern languages as 'languages of the shop, easily picked up,' has, therefore, no possible application to English since the latter half of the fourteenth century, nor to French nor to Italian since still earlier dates. Such ignorance and prejudice would be amusing were it not mischievous and misleading. A similarly harmful spirit is shown by people who have been heard to say, partly in jest and partly with mock humility, 'English is good enough for me!'

No one disputes the excellent claim of Latin to be retained as an honoured member of the republic of letters, and no one can deny its great influence on our literature down to the Elizabethan era and even later; but the *raison d'être* of its medieval precedence has obviously been dead and gone in England for centuries. The history of Greek as an educational subject is different. It was introduced into England chiefly by Erasmus and Dean Colet at the beginning of the sixteenth century, and first attracted notice as the language of the New Testament; but when its superb literature came to be known and appreciated, it was admitted to the same full rights of citizenship as Latin. For

nearly four centuries these two languages reigned supreme in our schools and Universities, but within the last half-century it has gradually been discovered that several modern languages are not only more useful, but that they, too, including of course our own English, possess an immense wealth of literature. The result is that, if we include certain Oriental languages, there are now at least seven or eight languages in all clamouring for the same academic recognition as Latin and Greek. No one would hold them all as of equal value, but they may at least claim equality before the law, each in its own sphere and with its own special functions. In other words, they may reasonably claim to be equally citizens, though not equal citizens in the academic polity. If this democratic view were adopted; futile comparisons and disputes would be silenced. While Latin and Greek were dethroned from their monumental precedence, they would always be highly prized on their own merits; and although their exclusive study has long since become an anachronism, one or both of them would always be required by the learned professions. To banish Greek from our schools, or even to discourage it, as has sometimes been suggested, would be sheer sacrilege. Let us rather try to facilitate it. Let us now see how both Latin and Greek can be studied, not merely 'without tears,' but even with delight as well as profit, and in half the time at present devoted to them.

Some two hundred and fifty years ago Comenius, the Moravian scholar and educationist, pointed out that the study of modern languages should naturally precede that of the ancient. This common-sense principle of linguistic training was adopted with striking success, some thirty-eight years ago, in the German 'Reformschulen,' which may be described as a happy combination

of the classical and modern 'sides.' In these excellent schools there is a 'common basis' of study for all the boys under fourteen. This common basis has a lower and a higher stage. All the boys under twelve belong to the lower stage, in which they are thoroughly drilled in their mother-tongue and one other living language. In the second stage, for boys between twelve and fourteen, they all learn Latin in addition to their other subjects. At the age of fourteen all the boys pass from the common basis into a third stage—the highest in the school—in which a cleavage begins. Boys destined for a learned profession then have Greek added to their programme, while others take up a scientific or technical subject, but without giving up their languages. This reformed system was at first strongly opposed by the classical masters, who predicted the ruin of all sound education; but they were entirely converted when they found that their pupils learned Latin and Greek far more quickly and intelligently than under the old system. The reason is obvious. The living interests presented to children by their own and other living languages appeal to them far more strongly than the dead interests of two thousand years ago. It is only after learning something of the present that they can take an interest in a dim and distant past. It is also certain that a good modern linguistic training in grammar, syntax, and composition immensely facilitates the learning of any ancient language. With slight modification this admirable system might usefully be adopted in our own country. It offers fair play to boys of almost every class, and to all of them it offers a sound general education. In case any of our extreme 'modernists' should object to the compulsory Latin, the option of taking a second modern language instead might reasonably be



offered. The adoption of the system would entail a slight modification of the leaving certificate and matriculation examinations, into which certain options might have to be introduced, but this is a mere detail.

While ancient and modern languages, apart from any question of utility, are therefore fully entitled to equal rights of citizenship, it by no means follows that they are of equal value or that they can be divided into two separate classes. Almost any two languages, properly studied, might indeed be suitable subjects to qualify for an ordinary University degree; but for an honours degree, which implies special distinction in one particular line of philological or literary research, it is obvious that groups of kindred languages, ancient and modern, should be prescribed (such as Latin, ancient French, and modern French; or Anglo-Saxon, German, and English; or Latin, Italian, and either French or Spanish). The true value of each language would then depend upon its proper setting and its relation to cognate languages. Such groups are already prescribed in most Universities, and they are so generally recognized as judicious that they require no defence. I only mention them in order to protest against the error of coupling French with German, languages of different families, as appropriate subjects for an honours degree 'in modern languages.' Each of these two, in its proper setting—historical, philological, and literary—is, of course, an admirable subject, but in juxtaposition, and without that setting, they are incongruous. Distinguished holders of such a degree certainly exist, but others have found these two languages antipathetic and have failed to master them both adequately, while their pronunciation of one or both is often most unsatisfactory.

My apology for dwelling so long on

this subject, and for repeating arguments so well known, is that a thorough study of living languages is not merely highly educative, but vitally important from a national point of view. Without a fair knowledge of at least one or two of them no man of letters or of science or of business is adequately equipped for the battle of life. Unless our insular ignorance and prejudice be rooted out, our national decadence will inevitably set in.

There remain, however, several other important and interesting points to be briefly noticed. The classicist who dwells fondly on the 'difficulty and discipline' of learning Latin and Greek is evidently unaware of the even greater difficulties of the grammar of most modern languages and of the splendid discipline, mental, moral, and æsthetic, which they afford. In particular, he is unaware that no discipline can well surpass that afforded by a careful study of French composition. He forgets the other immense difficulties which dead languages do not present, the difficulties of pronouncing and speaking a living language well and of understanding it readily when spoken. All these difficulties afford a matchless discipline for the student's mind and memory, for his ear, his tongue, and his pen. Our classical friends are on safer ground when they insist that ancient literature is superior to modern; but even if this were the case, it is certain that man does not live by books alone, and still less by books two thousand years old. He lives largely by exchanging 'winged words' with his fellow-men. He lives and learns and thrives by living criticism and guidance. When he speaks or writes in a living language, he can easily find a thousand living critics and teachers to correct and guide him. Your Latinist or Hellenist can find none. He may be a very learned man, and he certainly ploughs an interesting field, but his furrow is lonely. He is as

isolated as a deaf-mute among his fellow-men. Buried in a dead past, he is out of touch with the living present. No one denies his merit or his legitimate place in education, but he must now cease to set up his horn unduly on high.

We may owe a deep debt of gratitude to our excellent old classical teachers, and yet be strongly convinced that they unwittingly caused us to waste an enormous deal of valuable time and energy on the desert air. If all langu-

ages, dead and living, are once freely admitted to equal rights of citizenship, and once they are all taught with equal zeal and efficiency to all students according to their several needs, the old jarring 'strife of tongues' will be for ever silenced. School, college, and University, will enter on a far more useful and prosperous era, and our whole system of national education will immensely benefit.

J. KIRKPATRICK.

### THE DIRECT METHOD AND TRANSLATION

IN an article by Mr. Harold E. Palmer on 'Some Principles of Language Teaching,' published in the last number but one of M.L.T., it is implied that the 'protagonists' of the Direct Method hold the doctrine of the 'Total Exclusion of the Mother Tongue' (pp. 71, 72). No evidence is given in support of the assumption, but it will tend, nevertheless, to leave a wrong impression, which it is desirable to correct.

I may claim, I believe, to be myself a protagonist of the Direct Method and in its extremest form. I took some part in introducing it into this country. I know personally, I believe, all those who were prominent in that good work. I know personally, I believe, all who have since that time become protagonists of the method. It would astonish me to learn that anyone of these protagonists holds or ever did hold the doctrine of the Total Exclusion of the Mother Tongue. It would indeed astonish me far less to be told that the protagonists of the Old Method believed in the Total Exclusion of the Foreign Tongue.

Let me state once more what is the attitude of the Direct School toward the mother tongue. It is an old story, but it is evidently worth retelling. As I cannot do full justice to the subject in an article, I venture to refer those of

your readers who wish for further information to a booklet on the *Teaching of Foreign Languages*, which I wrote some years ago, and which is published by Clive and Co., for it represents, I have reason to believe, what is in principle the general view of my fellow-protagonists. Here I must be content merely to summarize the main conclusions. I confine myself for the moment to translation, by which I mean spoken and written translation. Mental translation cannot, whatever the method or the views of the teacher, be excluded totally, though the extent to which it can or cannot be avoided is at present a matter of conjecture, and will remain so until we have discovered and applied scientific methods of investigation.

The main conclusions are as follows:

1. Translation is one, but only one, of the means of making clear the sense of foreign words or word groups. It is in practice sometimes the best means, if not the only means.

2. It is one, but only one, of the means of finding out whether the sense has in fact been grasped; it thus serves as a form of control.

3. The Fine Art of Translation from the foreign into the mother tongue is an exercise in literary phrasing of the highest value. It is quite distinct in its purpose



from translation used as a method of interpretation. It would probably be receiving more attention were it not for the exaggerated and mischievous importance attached to it in the past.

Thus the difference between the Direct and the Old Method in their use of translation is one of degree. It is a difference that is itself determined by a much more fundamental difference in aim. What the Direct system aims at is the *habit* of directly associating the foreign idiom with its meaning so that the one recalls the other without the intervention of the native idiom. The aim of the Translation system—or, more correctly, its effect, for it is doubtful if the system ever had a conscious aim; it appears to have originated in an unreflective imitation of the method of the Classical teachers—is to create the *habit* of mental translation.

Let me add that the reason for seeking to create the habit of direct association is that it gives, by its avoidance of the additional and superfluous mental process involved in the intervention of the mother tongue, greater facility in the use and understanding of the foreign tongue; it enables the learner, within the limits of his vocabulary, to use or understand the foreign idiom in the same way and with the same rapidity as he does the native idiom. What is the reason for creating the habit of mental translation I have yet to learn.

Between these two aims, the direct and the indirect, the foreign language teacher must, it seems to me, make his choice. I can form no rational conception of a middle aim. And when he has made his choice, it is obviously his business to use the method which promises to realize his aim with the minimum loss of time and energy. To do less is to be inefficient. If his aim is to create the habit of direct association, it follows that he must not insist upon translation;

he will use it, where necessary, as a method of interpretation or as a form of control; he will exclude it rigidly as a form of practice. Similarly, if his object is to create the habit of mental translation, it follows that he must insist upon translation; he may use it always as a method of interpretation and as a form of control; he must make it the only form of practice. Any attempt to find a middle method is an attempt to realize at one and the same time two mutually exclusive aims, which to my mind has all the appearance of an absurdity.

In the foregoing statement *ad istinction* is made between translation as a method of interpretation (and of control) and the same as a method of practice, much more importance being attached by the Direct System to the exclusion of the latter. The distinction is vital, and its non-recognition is at the bottom of much of the misconception prevalent about the Method. It is a distinction that is easily explained. The use of translation as a means of interpretation does not necessarily hinder the direct association. Even if translation were used as the sole method of interpretation, it would still be quite possible to create the direct association, provided always that the translation was not persisted in when once it had served its purpose as a means of interpretation, that it was not allowed to become a habit—in other words, provided that it was excluded from practice. The following example will make clearer what this means:

*To be taught: Écrire une lettre.*

*Method:*

- i. Interpretation by translation:  
To write a letter.
- ii. Preliminary practice: conjugation without translation of the phrase in all the persons and tenses, required: *Conjuguez au présent, etc.*
- iii. Practice:

*Teacher* : Transformez en question : j'écris une lettre. (Vous écrivez une lettre, etc., j'écrirai une lettre, etc.).

*First pupil* : Qu'est-ce que j'écris ?

*Teacher* : Répondez à la question.

*Second pupil* : Vous écrivez une lettre.

This example is merely given for the purpose of illustration. In actual teaching *Écrire une lettre* would probably be practised as part of its context or as part of a made-up narrative series or a dialogue.

If anyone cares to test the above example, he will, I think, find that, though the sense of *Écrire une lettre* is made clear by translation, the direct association will nevertheless be established by the subsequent practice. The native idiom, not being persisted in, will fall away of itself, for the mental effort it demands is superfluous.

It must not, however, be inferred from this that the exclusive use of translation as a method of interpretation is defensible. It is not; it is, on the contrary, an error, and for two reasons:

In the first place, the method of explaining foreign words by substituting for them native words may result in a mechanical or meaningless association of two verbal forms. For example, a pupil may associate *Il ment* and *He lies* without thinking of the meaning of either. No harm, so far, is done if the pupil is able to retain purely verbal associations, but this capacity varies from individual to individual, and in some, if not many, it is weak or practically absent. Recollection varies both in degree and kind, a fact of cardinal importance in language teaching. If a form of verbal interpretation has to be used, and it generally has, it is better, whenever feasible, to employ one which tends to bring directly to consciousness, in part or whole, the meaning of the expression learnt, e.g., *Il dit ce qui n'est pas vrai*, and the impression may, when possible, be strengthened by teach-

ing some other expression in which *mentir* occurs, especially one which carries its explanation with it, e.g., *Épiménide dit que tous les Crétois sont toujours des menteurs ; Épiménide est Crétois, donc il a menti, donc tous les Crétois ne sont pas toujours des menteurs*, etc.

In the second place, to use the native tongue when it is not strictly necessary is to use less than the possible maximum of the foreign tongue. If the maximum progress is to be made in the limited time at the disposal of the teacher, it is self-evident that the more the foreign language is used, the better. Hence the importance of seeking to avoid not only translation, but also the use of the native tongue as a means of communication between teacher and class.

The general rule can, therefore, be repeated more fully thus: Use the maximum of the foreign idiom and the minimum of the native.

It is natural that there should be among those who use the Direct Method differences of opinion as to what constitutes in practice the possible minimum use of the mother tongue. Such differences are in many cases explained by differences in the conditions under which the teaching takes place. The teacher has sometimes to teach as he can and not as he would. But that this is by no means always so becomes evident to anyone who, like myself, has had the opportunity of seeing the Direct Method used in many class-rooms and of testing the results. In those in which the teacher is competent, enthusiastic, and clear as to his aim, the amount of the native idiom used is negligible. In those in which he is unskilled, or, though skilled, lacks energy or conviction, it is used to an extent that is quite unnecessary and, therefore, mischievous.

What precedes will, I hope, cause Mr. Palmer to modify his views as to the meaning of the Direct Method, and to



declare himself boldly one of its advocates, for, if I may judge from the contempt he, quite rightly, pours upon the 'pernicious habit' of mental translation, he is certainly not an advocate of the Old Method. He differs from others of the Direct School in details of method, notably in his principle of memorizing before understanding, the value of which he has still to prove. Such differences, right or wrong, are inevitable, in a method that is still barely out of its babyhood. The adoption of the Direct principle and the consequent insistence upon the maximum use of the foreign tongue have, in fact, produced revolutionary changes in method which are still working themselves out, through the varied experience of the best teachers, towards relative stability. The most important of these changes are the

highly scientific and complex method of teaching pronunciation and the invention of an increasingly large variety of oral devices for the practice of grammatical forms.

Meanwhile, owing chiefly to the absence of a general system of professional training and an intelligent system of inspection, the principles of the method are not by any means fully grasped by all who profess to practise it. Hence, in a certain number of schools the results of the Direct Method are little better than those of the Old Method in its classic form, the chief error committed being in both cases the same—namely, the failure to realize in practice that teaching a language is teaching an art. This I hope to deal with in a future article.

F. B. KIRKMAN.

## CORRESPONDENCE.

*[The opinions expressed in this column are those of individual contributors, for which the Association takes no responsibility.]*

### RUSSIAN PHONETIC TEXTS.

In the February number of *MODERN LANGUAGE TEACHING* Mr. J. P. Scott gave us a clear and concise description of the ideal type of Russian grammar and elementary text that so many of us are looking for just at present.

A further plea on the same lines occurs in the same number in a letter from Mr. Herbert A. Strong. The urgent need of some big scheme in the direction of interlinear or interleaved Russian phonetic texts has also been pointed out forcibly in an article in the public press by Mr. H. G. Wells, which has attracted the attention of many. With all respect to Mr. Wells's critics, the two main points which he makes with regard to the difficulties of the average student, who has only an odd hour or two a week to spare at the outside, in starting the language with nothing but the Russian alphabet to help him, appear to me to be incontrovertible. These are—(1) The waste of time and energy at the outset in having constantly to refer back again to the approximate value of the symbols; (2) the uncertainty of the value of certain of the vowels in certain positions. The latter difficulty would be mastered much more easily by consulting a good phonetic text than from any number of rules

and exceptions in the grammar. It is sad to note in consulting the bibliography of Russian books in recent numbers of *MODERN LANGUAGE TEACHING* that so far none appear to have been issued with phonetic scripts. Doubtless the International Phonetic Association are doing something in the matter; if so, it would be a great convenience if their publications were mentioned in *MODERN LANGUAGE TEACHING*.

The 'Court Exposé de la Prononciation Russe,' par L. Scerba, might perhaps be issued on fuller and clearer lines in English.

Another source of difficulty is, of course, the little help afforded by a knowledge of the Classics and Romance languages. As a humble beginner, I have found it absolutely necessary to adopt some form of artificial mnemonics in order to remember the meanings of words for any length of time—e.g., корабль (coracle), etc.

Trusting that we shall soon have an abundant supply of elementary phonetic texts.

CECIL H. S. WILLSON.

### THE FORWARD MOVEMENT IN MODERN LANGUAGES.

DEAR SIR,—That a Forward Movement in Modern Languages is to characterize the next decade, no one who keeps abreast of the times

will doubt. Already there is a large sale for Russian books, and for the first time success is attending Russian classes. We hear of a Cervantes Chair of Spanish at London University, and of teachers who are learning Spanish in order to be able to teach it in their schools. Intercourse between English and French organizations and with Belgian refugees has brought the language nearer to our homes than it has ever been before. At the same time numerous writers are urging the importance of continuing the study of German, and, more generally, of giving Modern Languages a far higher place in every scheme of education.

Many of your readers will believe with me that the time is coming when much that now seems fantastic will be realized. But these changes will not take place until a problem is faced by the schools and Universities themselves—a problem, not general and theoretical, but practical and individual—namely, What can be done here and now?

Some schools have already answered this question. The other day I read in a newspaper that 'classes in Russian have been started in three public schools,' and subsequent conversation revealed a rumour as to the name of one of them. But we want more than vague statements and rumours. If the Forward Movement is to become a reality, surely the present is the best time to further it, and the best way to further it is to give it publicity and co-operation.

Would it not, then, be possible for MODERN LANGUAGE TEACHING, as the organ of the Association concerned with promoting the study of Modern Languages in this country, to devote

a proportion of its space to communications from schools which have already taken steps forward? New methods, increased facilities, the treatment of German, changes in the attitude towards Phonetics, co-ordination of languages and history, instruction in manners and customs, and, above all, the introduction of new languages—these seem to be the chief topics on which definite information, preferably of what has been actually attempted or achieved, would be most interesting, and could hardly fail to be most useful. 'What X has accomplished, Y can at least attempt' is at all times a potent progressive principle.

Here, at Felsted, where we have comparatively few opportunities of discussions with teachers from other schools, we are making some attempts to drive home the great importance attaching to Modern Languages; of these it will be possible to write when the summer term is over. But there must be schools which can report by now some solid progress, and those of us whose desires, for whatever reason, still outrun their performance, would, I believe, generally welcome some practical communications from teachers at these schools who are members of the Association.

Frank statements of difficulties and achievements, where such statements are possible, are always infectious; theorists, especially at the present time, are apt to be depressing. If MODERN LANGUAGE TEACHING could chronicle the actual progress of the Forward Movement in the schools, it would be rendering a national service.

E. ALLISON PEERS.

## FROM HERE AND THERE.

*[The Modern Language Association does not endorse officially the comments or opinions expressed in this column.]*

A CONFERENCE of Teachers of English will be held at Stratford-on-Avon during the second week of August, 1916, in connection with the Summer Season of the Shakespeare Tercentenary Celebrations. The meetings of the Conference will take place in the Grammar School of King Edward VI., kindly lent for the purpose by the Governors.

### OUTLINE OF THE CONFERENCE PROGRAMME.

'The Essayist at School' (Mr. J. H. Fowler, Clifton College).  
'The Literature Lesson' (Miss M. G. Jones, Head of the Department for the Training of Secondary Teachers, Alexandra College, Dublin).

'The Significance of Drama' (Mr. John Drinkwater).

'Phonetics as an Aid to Good Speech' (Professor Walter Rippmann).

'Reading in Schools' (Miss Nellie Dale, Head Mistress of Heathfield School).

'Examinations in English' (Mr. Stanley Leathes, M.A.). The Discussion will be opened by Miss Hilda Wilson, M.A. (Ladies' College, Cheltenham).

'Our Living Language and its Dead Spelling' (Professor Rippmann).

'Rhythm' (Mr. Walter de la Mare).

A special discussion on 'Shakespeare in Schools' will be arranged.

A Summer School of Speech Training, directed by Miss Elsie Fogarty, will be in Session.



Short Courses in English Phonetics, with practical Exercises, will be given by Professor Walter Rippmann.

Application for membership of the Conference should be made as early as possible to Miss D. M. Macardle, Secretary, Shakespeare Memorial Theatre, Stratford-upon-Avon.

All communications respecting accommodation and theatre tickets should be addressed to Miss Rainbow, Memorial Theatre Box Office, Stratford-upon-Avon.



#### CONFERENCE ON THE NATIONAL LIFE OF THE ALLIED COUNTRIES.

A CONFERENCE on the National Life of the Allied Countries will be held in Stratford-upon-Avon from July 31 to August 5, 1916. The Conference is organized in connection with the August Shakespeare Festival, and is under the auspices of the Governors of the Shakespeare Memorial Theatre. The President is Sir Frank Benson, LL.D.

Various speakers have kindly promised to represent the Allied Nations. Dr. Charles Sărolea will speak on 'The Ideal of France,' Monsieur Emil Cammaerts on 'The Future of Belgium,' and Dr. R. W. Seton Watson on 'The Spirit of the Serb.' Dr. Peter Struve, who is coming to England to take part in the Cambridge Summer School on Russia, will lecture on 'The Greater Russia,' and Dr. Harold Williams will be in the Chair. Professor Bernard Pares also hopes to be present and to lecture. Japan and Italy will be represented, and it is hoped that Mr. John Galsworthy and Mr. Alfred Noyes will speak on England.

In addition to these lectures, which will take place in the mornings, there will be an afternoon lecture by Mr. Stewart Dick on 'The Art of the Allies.'

Opportunity will be given to the members of the Conference to meet the speakers, and discussions will be initiated on the various lectures.

During the second week, August 7 to 12, a Conference on the Teaching of English will be held.

All particulars may be had on application from the Secretary of the 'Allies' Conference, Shakespeare Memorial Theatre, Stratford-upon-Avon, and from the Secretary of the Conference on English Teaching, at the same address.



#### SUMMER SCHOOL OF FRENCH.

At the request of the Board of Education a Summer School of French is being organized at Bedford College for Women, from August

29 to September 12. The course will comprise lectures by eminent French men and women, on Literature, Present-Day Social Conditions, Linguistics, and Methods of Teaching Abroad and At Home. Ample opportunities will be given for the practice of conversation and phonetics.

The full course is intended for teachers only.

For further particulars apply to Miss Batchelor, Bedford College, Regent's Park, N.W.



The following information supplied to a correspondent may be of use to our readers:—

The grammars, etc., that I have and use on Serbian and Rumanian are:

*Serbian*.—Three small handbooks in the Sammlung Götschen (Götschen'sche Verlags-handlung, Berlin and Leipzig, 1913), by Dr. Vladimir Četović. They are a Grammatik, Lesebuch, and Serbokroatisch-deutsches Gesprächsbuch, and I find them excellent. Of fuller grammars there is in English a book by Petrović in Gaspey-Otto-Sauer, which is only fairly good, but easily obtainable, and a good German grammar and key called 'Lehrgang der kroatisch-serbischen Sprache, by F. Klaić and Ferd. Miller (published by Hartman's Buch-handlung, Agram). Of dictionaries there is Popović's Standard Serbian-German (2 vols., 18s.), and a small one (in two 1s. volumes), by Jovanović in Hartleben's (Vienna) Bibliothek der Sprachenkunde, which also, I believe, contains a grammar and Gesprächsbuch. Kegan Paul, Trench, and Trübner (Museum Street) have brought out a 6d. manual for soldiers and a 1s. (I think) short grammar. A dictionary by one Lewis Kahan is in preparation.

*Rumanian*.—Lovera's Grammaire Roumaine in Gaspey-Otto-Sauer is quite good. In Hartleben's Bibliothek der Sprachenkunde there is a small and handy grammar in German by Wechsler, and a conversation-manual in French-German and Rumanian by Frank. I have another handbook, English-Roumanian and Roumanian-English, Translator, Self-Pronouncer and Dictionary, published (1914) by Biblioteca Română, New York. I have two dictionaries—one in English by Hălăceanu, and one in German in the small 2s. Langenscheidt Series. I bought second-hand an excellent Dictionnaire etymologique daco-romane, by Cihac (Frankfort, 1870), but this is big and clumsy.

*Bulgarian*.—A grammar in German by Gavriski in Gaspey-Otto-Sauer (quite good), and another also good by Vymazal in Hartleben's Bibliothek der Sprachenkunde. Pocket dictionaries, Bulgarian-French and French-Bulgarian, or Bulgarian-German and German-

Bulgarian, by Markov, are published by Otto Holze, Leipzig, 1915.

*Modern Greek.* — Kalitsunakis: Neugriechisches Lesebuch and Gesprächsbuch in Sammlung Götschen are excellent. Yannaris's English-Modern Greek Dictionary (John Murray, 1895) is first-rate. The best Modern Greek-English Dictionary is Kiriakidhis, which cost 15s. There is also an abridged edition of this and a fair Modern Greek-German Dictionary in the Langenscheidt Series. The best grammars are Petraris's Lehrbuch der Neugriechischen Volkssprache in Gaspey-Otto-Sauer and Mrs. E. Gardner's Short English Grammar.



We have received from the publisher (Humphrey Milford) a small volume of 122 pages (price 1s.), which can easily go into the waistcoat pocket, entitled *English Landscape: An Anthology*, compiled by Maurice Baring. It contains poems by living authors as well as by Shakespeare and others. All author's profits are to be given to the British fund for the benefit of Russian prisoners of war in Germany.



#### WHAT CONSTITUTES A GENERAL EDUCATION ?

The Vice-Chancellor of Cambridge University (the Rev. T. C. Fitzpatrick), speaking at Felsted School Speech Day, said the essentials of a Public School education were threefold—a real command of English; a knowledge of Latin and one of the modern languages, among which Spanish and Russian must claim attention; and a training in mathematics and science, based on choice rather than compulsion.



#### FROM THE 'VOSSISCHE ZEITUNG.'

Should we succeed in gaining ten or twenty thousand prisoners for instruction in the German language, we shall have gained just as many messengers of the German genius in enemy countries. Whether they want it or not, once they have learned our language it would become impossible for them to speak so unjustly about us at home as they probably did before. They would, after the war, from time to time read a German book or paper, and would be compelled to draw conclusions and learn that not everything is gold which shines in their country, and not everything is pitch which looks dark in ours.

This knowledge of a language leads to a juster appreciation of a nation speaking that language—a fact which is confirmed by our own experience. Those who are able to speak, or even only fluently to read, English, French, Russian, or Italian, are almost invariably more impartial

judges of these nations than those who do not know these languages; indeed, the Tower of Babel and what followed was the greatest disaster that ever happened to mankind.



#### FROM THE 'DAILY CHRONICLE.'

In the Prussian Upper Chamber Privy Councillor Professor Hillebrandt has given notice that he will move that 'with the object of increasing German knowledge of foreign countries' the study of English and French in a number of Universities and other high schools is to be replaced gradually by the obligatory study of other foreign languages, especially of Oriental languages. The motion has the support of eminent men like Professors Schmoller, Wagner, Waldeyer and Zorn.

It is too much for the *Vossische Zeitung*. Any attempt to eliminate English would be ridiculous, it says. The English language reigns in the greater part of the civilized world, and it will not affect its power and influence should German schools be foolish enough to shut it out from their curriculum. If Germans, says the *Vossische*, cease to learn English they must expect to diminish their business, not only in England and its vast dominions and colonies, but also in the United States and in the harbours of Latin South America.

With regard to French, the *Vossische* points out difficulties of equal gravity. French, says the journal, may not possess its former importance, but it is the language of the Mediterranean basin. In the Balkans, moreover, all instructed persons speak French in preference to their own language, and even in Turkey no European language is spoken save French. To eliminate French from public instruction would be to inflict a serious economic blow on Germany.



The Senate of the University of London have elected Professor James Fitzmaurice-Kelly, Litt.D., F.B.A., to the Cervantes Chair of Spanish Language and Literature, tenable at King's College. Professor Fitzmaurice-Kelly has held the Gilmour Chair of Spanish at Liverpool since 1909. He is a member of the Council and medallist of the Hispanic Society of America, Knight Commander of the Order of Alfonso XII., and a member of various important Spanish academies. He has published a *Life of Miguel de Cervantes Saavedra* (1892), and a *History of Spanish Literature* (1898) that has been translated into Spanish and into French. He has edited the *Oxford Book of Spanish Verse* and the complete works of Cervantes.

The scheme of establishing the Chair in con-



nection with the Tercentenary of Cervantes owes much to the energy and enthusiasm of Professor Gollancz, of King's College, the Honorary Secretary of the British Academy. Subscriptions to a considerable amount have already been received. The total sum required for the proper endowment of the Chair is £20,000. The Spanish Ambassador is the Honorary President, the Ministers for Argentina and Chile are Honorary Vice-Presidents, and Sir Maurice de Bunsen Chairman of the Executive.



Miss Mary Burns, M.A., Montrose, has been awarded the Doctorate of the University of Paris with *mention très honorable* for a thesis on The Language of Alphonse Daudet, which she recently maintained at the Sorbonne. Miss Burns graduated at the University of Edinburgh in 1911 with First-Class Honours in Modern Languages, and has since been engaged in research work as a Carnegie Scholar and, later, Fellow. During the Session 1914-15 she also acted as Assistant in the French Department of Edinburgh University.



#### LEEDS.

Sir James Roberts, of Saltaire, Yorks, has offered £10,000 to the University of Leeds for the foundation and maintenance of a Professorship of the Russian Language and Literature. His munificent gift has been gratefully accepted by the University Council. Sir James Roberts, who is intimately acquainted with Russia and with its language and economic resources, has been deeply impressed, in the course of his business experience, by the small number of English people equipped with a knowledge of Russian. By founding a Chair at the University of Leeds for the encouragement of Russian studies he desires to further the economic interests of this country, and also, on the intellectual side, to strengthen the ties of friendship between Russia and Great Britain.



Russian has for some time been taught with great success to students in the evening classes at the CITY OF LONDON COLLEGE. The Governors have now decided to include it in the curriculum of the Day School of Commerce, where Spanish has already been taught for some years.

Fleet Street has now its classes for teaching men and women Russian. Journalists, commercial men, and ladies have joined. Some hope to be sent to Russia after the war, and the aim of the majority is to be able to hold positions in which a knowledge of Russian is required. The classes, with those for other modern languages, are held in the Bolt Court School for Photo-engraving. The school, which is a branch of the 'Hugh Myddelton' commercial evening institute at Clerkenwell, is not nearly large enough for the new students. Mr. D. Magill, the principal, says: 'We have an advanced class of fifteen or twenty students at which Russian is spoken pretty freely all the time. These students have only been learning here four months, though some of them may have had perhaps private lessons before.'

There are 75 students at this centre alone learning Russian, 30 are taking Spanish, 40 Italian, 25 German, 130 French, and 15 Portuguese.



#### ON ACTIVE SERVICE.

Mr. A. T. de Mouilpied (L.C.C. Inspectorate) has been on service in France since January, engaged on special work in connection with the Ministry of Munitions, with the rank of Lieutenant.

Mr. H. C. Norman, Head Master of Ramsgate County School, is serving as Captain of the 4th Battalion of the Buffs.

Mr. A. B. Lloyd-Baker, of Cheltenham College, is now Captain in the 1st Bucks Battalion of the Oxford and Bucks Light Infantry.



#### M.L.T. IN THE TRENCHES.

A member of the Association writes:

'A copy of MODERN LANGUAGE TEACHING has just reached me in the trenches, and after a terrific bombardment I can recommend it as a solace (especially to a non-smoker like myself).'

The letter was written on July 1, the day on which the Allies' offensive began.



[The Editor regrets that through lack of space the University Honours Lists as well as Bibliography and Reviews have to be postponed.]

### MODERN LANGUAGE ASSOCIATION.

A MEETING of the Executive Committee was held at University College, London, on Saturday, June 24.

Present: Messrs. Hutton (chair), Allpress, Atkins, Miss Ash, Messrs. Cruttwell, von Glehn,

Miss Hart, Messrs. D. Jones, Macgowan, Mansion, Richards, Rippmann, and the Hon. Secretary.

Apologies for absence were received from Miss Allpress, Miss Althaus, Messrs. Brereton, Payen-Payne, and Professor Robertson.

The minutes of the last meeting were read and confirmed.

The Hon. Secretary reported correspondence with the Union of Lancashire and Cheshire Institutes about examinations, in which it was promised that the points raised by the Association should be considered.

The Hon. Secretary also reported that a representation on the subject of interpreterships, signed by the Chairman of the Headmasters' Association, the Assistant Masters' Association, and the Modern Language Association, had been sent to the War Office.

The Chairman reported the Conference held between representatives of the Classical, English, Geographical, Historical, and Modern Language Associations, and laid before the Committee the resolutions passed thereat, explaining that the object was to unite the Associations in defence of humanistic education. The resolutions were criticized by the Committee, and some suggestions for amendment made.

The Annual General Meeting Sub-Committee submitted a programme for the January meeting, which was accepted with some modifications.

With regard to the point raised by Mr. C. J. Forth, Head Master of Goole Secondary School, about the changes in the regulations of the Entrance Examinations to Training Colleges, it was reported that the Board of Education had, provisionally at least, met Mr. Forth's objection, and the matter was therefore dropped.

Mr. W. Rippmann was appointed to represent the Association at the Conference of the Imperial Union of Teachers in July.

The following four new members were elected:

Miss H. Butler, Girton College, Cambridge.

Miss H. M. R. Murray, M.A., Girton College, Cambridge.

F. J. Stafford, B.A., Manchester Grammar School.

Miss A. A. Young, LL.A., Dudley High School.

The Catalog of the Travelling Exhibition has been revised and enlarged. It contains the names of about 420 books for classroom use in teaching French and German. The list includes plays for acting, books of songs, and anthologies. Reading texts are not included. There are also lists of words on pronunciation and phonetics, and on method. A copy will be sent gratis and post free to any member of the Association.

On June 30 Mr. Hulton and Mr. Somerville were accorded an interview at the War Office, as the result of the representation referred to above. They were informed that French-speaking interpreters are not needed at present.

It is clear that the Hon. Secretary needs a record of exact information, tabulated for reference. It will be remembered that the outbreak of war found the Association as unprepared as the War Office for such an emergency. The Hon. Secretary is now obtaining exact information about the linguistic attainments of members serving, and he will be especially glad to have immediate information about members who are familiar with modern Greek, any Balkan language, Dutch, Flemish, and German (including fluent reading of any German handwriting). No special use is likely to be made of those whose knowledge is limited to French.

Members can render valuable service by sending information about old pupils.

It will of course be understood that the men must be suitable for a commission or already hold a commission. In some cases only younger men would have any chance of special employment; in other cases older men, even men over military age, might be useful.

## EDITORIAL NOTES.

Sub-Editors: Miss ALTHAUS; Mr. H. L. HUTTON; Mr. DE V. PAYEN-PAYNE; Dr. R. L. GRÆME RITCHIE; Miss E. STENT; Professor R. A. WILLIAMS.

All contributors are requested to send in matter by the 24th of each month, if publication is urgently required for the issue following.

MODERN LANGUAGE TEACHING appears eight times yearly, viz., on the 15th of February, March, April or May, June, July, October, November, and December. The price of single numbers is 6d. net.; the annual subscription is 4s. 8d. Orders should be sent direct to the Publishers, A. and C. Black, Ltd., 4, Soho Square, London.

Contributions and review copies should be sent to the Editor of MODERN LANGUAGE TEACHING, Oulrathain, Harpenden, Herts.

The Journal is sent free to all Members of the Association, but those whose subscription for the current year is not paid before July 1 are not entitled to receive it.

The Annual Subscription to the Association, payable on January 1, is 7s. 6d., and should be sent to the Hon. Treasurer, Dr. W. PERRETT, 58, Erskine Hill, Hendon, N.W.

Applications for membership should be addressed to the Hon. Secretary, Mr. G. F. Bridge, 7, South Hill Mansions, London, N.W.

THE MODERN LANGUAGE REVIEW, a Quarterly Journal of Medieval and Modern Literature and Philology, edited by Professor J. G. Robertson, and published by the Cambridge University Press, is supplied to Members of the Association at a special annual subscription of 7s. 6d., which must be prepaid. It should be sent with the membership subscription (15s. in all) to the Hon. Treasurer. Those who wish to take in or discontinue the REVIEW should communicate with the Hon. Secretary.



# MODERN LANGUAGE<sup>17.</sup> TEACHING

THE OFFICIAL ORGAN OF THE MODERN  
LANGUAGE ASSOCIATION

EDITED BY J. G. ANDERSON

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VOLUME XII. No. 6

October, 1916

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## EDUCATIONAL MODERN LANGUAGES.

THE acquisition of a modern language, however valuable for business, social, or literary purposes, is not necessarily educational. To have that quality, knowledge of the language must extend to its development and to its relation with other languages. Our own tongue, of Teutonic stock, but with its vocabulary enriched from Romance sources, requires, for a sound knowledge of it, the acquisition of the languages most nearly related to it. French takes, of course, the first place, not only from its general usefulness, but also from its contributions to our vocabulary. German has, I consider, been given undeserved prominence; it has had little influence on our language, and for educational purposes the Teutonic languages to be studied are our two sister-tongues, Dutch and Danish. Both are more or less useful, however much the people of the Netherlands, and of Denmark and Norway, have, by the general knowledge of English or of French in those countries, enabled us to spare ourselves the trouble of learning their languages. But it is rather on the educational value of these that I insist. Dutch, more properly *Nederduitsch*, *Nederlandsch*, gives the key to German and to the Scandinavian languages. Possessing Dutch, one has only to take a suitable German or Danish textbook to

be able to acquire a fair knowledge of these languages in a few days. Taking, for instance, a Danish gospel, one finds that nearly every word in it resembles English or Dutch so closely that the language and its structure soon become familiar, and one sees at once its great influence on Northern English.

The acquisition of the Romance languages is not appreciably helped by French. This is a secondary language evolved from Gallic Latin, the *Lengo d'O*, under Frankish influences. To the Southerner, French is *Franchimand*, the language of the Frank-men of the North, in much the same way that, to the Welsh, English is *Sassenaig*. French has lost, in practice at least, the tonic accent characteristic of the neo-Latin languages. It is of little use either in the acquisition of other Romance tongues, or for the study of the relation of these tongues to one another. Even its relation to English requires study of its development from the *Lengo d'O*.

Italian presents itself naturally as the second Romance language to be acquired. Its beautiful literature, its value to those who visit Italy for business, study, or recreation, recommend it at once. And to every educated person the *Commedia* of Dante, the novels of Manzoni or of Foggazaro, the comedies of Goldoni,

are objects of pleasure attainable by the acquisition of Italian. Yet it is not the central language of the Romance group, and those who wish to have the key to all these languages should take the central language, without prejudice to Italian either before or after. The central language is the *Lengo d'O*, in its two scarcely different dialects, that of Languedoc and that of Provence.

The language of Southern France, formerly spoken up to the Loire, is still spoken by ten millions of people; its centre is in Languedoc, the capital of which, Montpellier, is the seat of the *Société des Langues Romanes*. But the literary renaissance of the language during the last half of the nineteenth century has been so distinctly in Provence that Provençal is usually accepted as the name of the language. The dialects of Gascony, of Auvergne, of Limousin, etc., differ slightly in pronunciation and spelling, but Provençal is the main literary dialect. The Catalan dialect, spoken from Perpignan down south almost as far as Valencia in Spain, preserves a somewhat medieval form, which requires a little study—well repaid, inasmuch as it is the step from Provençal to Spanish; and Spanish influences are found in the dialect of Béarn.

But the influence of the *Lengo d'O* has extended far beyond its present limits: the language of the kingdom of Burgundy, its capital being Arles, and of the later duchy spread as far north as the Netherlands. The Walloon dialect of Belgium shows evident traces of Provençal influence, and the dialect of Burgundy shows this much more strongly. Provençal is thus the central language of the Romance group and the basis of Romance philology. Though the northern limits have long ago receded from the line of Loire, it yet influences the French language. The style and language of Rabelais is very Southern, and much of the

grace of modern French is due to the influence of writers whose language is French but flows from a Southern pen. Alphonse Daudet's pen was distinctly Southern. The charm of Fabre's ten volumes of *Souvenirs Entomologiques* is due to the way in which the pen of the whilom peasant-lad of Rouergue could tell the life-history of insects in a style that makes it as fascinating as any novel. While as an ex-professor he flouted his rural neighbours, he wrote poetry in their language, concealing his authorship under the name of *lou Felibre di Tavan* (of the gad-flies). Conversational French is full of Southern turns of humour. The language of the South is banned from church and school; most Southerners educated at the Lycée grow up more or less ignorant of their mother-tongue; the bourgeois pretends not to know the *patois* of the people, and they drop it before him; yet it is a living language. It is spoken in its literary form throughout the *Terro d'Arle*, the district on each side of the Aupiho hills eastward from Arles. There the country-folk speak it in the form used by Mistral in his poems. When the language has been sufficiently acquired in England, an Easter holiday to one of the small towns in that district will enable the student resolved not to let a word of French pass his lips to speak it fluently in a very short time; the hearts of the people will be opened, and he, or she, will have a most pleasant time.

The pronunciation is not very different from that of Italian; the principal difference is in the use of the French *u*; *ch* and soft *g* or *j* are *ts* and *dz*. There are no French nasals; final *n* and *m* have a mild sound of *ng*, and *r* is about the same as in English. Final *o*, the feminine ending (west of the Rhone it is *a*), is very light, almost mute. The language is distinctly tonic; there are no exceptions. It is so poetic that the greater part of its literature is in verse,



and there are few villages in which a poet will not be found. There are no school manuals of the language; but the elementary grammar, written by the late Xavier de Fourvières, Prior of the White Fathers at Storrington, will suffice at first, and its appendix of humorous market and other dialogues, is as useful as it is entertaining. His *Pichot Tresor*, the little dictionary compiled from Mistral's great work, *Lou Tresor dóu Felibrige* is also sufficient for the student. Many Provençal books, Mistral's and others, have a French version on the alternate pages; this is added for the work to sell in Northern France, and also to enable Southerners who have lost their language at school to recover it. These are not always very close versions, the genius of the two languages being so different; but they are useful to the careful student, while they are traps to the translator 'from the Provençal' whose knowledge of French is sometimes evidently little better than that of the Provençal text. With the manuals I have mentioned, and one of Mistral's poems, *Mirèio* to begin with, in the yellow paper-covered edition, the student can begin. This stereotyped

edition has many flaws; the edition, with glossary, published in Germany, is quite correct. Mistral's other poems, *Calendau Nerto*, *lou Pouèmo dóu Rose* (the poem of the Rhone, in blank verse), his two volumes of verse, and his memoirs, can be read in due course. I especially recommend *Nerto*. I may add that the *Cansounié de Prouvènço*, a collection of songs, with music, but without French version, is also excellent for the more advanced student.

For the pronunciation of Provençal by teachers there must be in England some French teachers from the South who have not forgotten their mother-tongue, and who would be able to give the few lessons necessary to attain the correct sound of the vowels.

I have gone into these details about Provençal in case it should, for philological or other reasons, be preferred to Italian as the second Romance language. Its value to the philologist as the central neo-Latin language is shown negatively by the frequent blunders made in English philology through neglect of it. And its numerous dialects offer in their slight differences a field of study in the mutation of neo-Latin words.

EDWARD NICHOLSON.

## SOME THOUGHTS ON THE TEACHING OF RUSSIAN IN ENGLAND.

THIS terrible war will have not been wholly disastrous if it serves to show the generation which follows it the reforms which it is absolutely necessary that we should make in many departments, and in none should we make more strenuous efforts after improvement than in our methods of teaching modern languages. Officers and privates (and there are numerous privates of the greatest intelligence and keenness for learning) have alike expressed again and again their regret at having either learnt no modern language when at school, or at having

learnt one or more languages in a way which is useless to a professional soldier. The officers whom I have met now home from the front tell me that very few of their number can speak any German at all, and that though many of them can read French, very few can speak it with facility. The war has naturally led to a demand from parents that their sons, and, it may be added, their daughters as well, should, in return for the large outlay on their education, be taught German and French as well as the Germans have been taught to speak and write English. And

it is pretty certain that those schools which have proved themselves able to give the instruction demanded by the parents of pupils will find themselves in a better financial position than those who have adhered to our present ineffective methods. The war has naturally called into being a new and deep interest for Russia throughout Great Britain, and a strong desire is manifest to put the Russian language on the same footing as French and German in our educational curriculum. The feeling of interest in the Russian language proceeds from the class of commercial men who see vast possibilities of extending their relations with our ally after the war, but it is shared equally by those who wish to take up the Russian language as a serious study; as a key which will unlock a fresh and unique literature, and will enable them to follow the developments made by our allies in the sciences, in art, and in music. The first question which the intending student of Russian will naturally ask is, What are the opportunities offered for mastering Russian in this country? The answer to this question is, in the first place, that quite a fair number of Russian teachers have settled in Britain of late years; indeed, the demand created the supply even before the war began, and there is an active and influential Russia Society, whose office is 47, Victoria Street, London, which is always ready to help inquirers with advice. In the next place, the Universities are, one after the other, establishing schools of Russian, and some schools are advertising Russian as one of the subjects regularly taught in their curricula. In the London University a school of Slavonic studies has been founded, and a lectureship of Russian, held by M. Trofimov, an acknowledged authority upon the folk-lore of his own country, has been established. There are projected developments for schools of Russian studies in the Universities of

Sheffield and Manchester, and at University College, Nottingham, the Bristol Chamber of Commerce, the Cardiff Education Committee, and in the schools of the London County Council. Liverpool, thanks mainly to the passionate enthusiasm of Professor Pares, has a particularly strong staff in the Russian school of its University; and in the Liverpool School of Commerce, for instance, there are already over fifty students. It is to be hoped that other schools, like those of Sherborne and Oundle, will admit the Russian language into their course of studies.

In the next place, the student will naturally ask whether textbooks can easily be procured in England to enable him to prosecute his studies. The answer to this is, that whereas ten years ago it would have been necessary to borrow the necessary grammars and readers from Germany, an adequate number of satisfactory textbooks is now appearing in this country; indeed, the danger seems to be that the demand having set in somewhat violently and suddenly, the supply may be made in somewhat hasty fashion to meet that demand, and the textbooks do indeed seem to have been composed without sufficient correctness. For instance, some of the newly published Readers transliterate the Russian text into English letters which in no way represent the Russian sounds; and as the pronunciation of Russian is particularly difficult for an English tongue, a defective transliteration is a grave defect.

To give a list of books which may aid the student to learn Russian is not in my power, but I think that all the best which have been published are to be found at Nutt's, the bookseller, who always is ready to give any information in his power to students. I have, however, found the following works very useful: Forbes' Russian Grammar, Magnus' Rus-



sian Grammar, Bondar's selections from Tchekhov's humorous stories, and a First Russian Reader by Deamer and Tananovich. The Russian extracts given in the German Sammlung Göschén are well explained by notes, and might well be copied or improved on by our scholars. The German Interlinear Versions published in the Russische National-Bibliothek, such as 'Pervaya Liubóv,' by Turgeniev, are admirable as aids to idiom. The great want of means for a thorough study of Russian is the non-existence of a good Russo-English dictionary. Alexandroff's is the best, but is very faulty, and it would be a blessing for students of Russian if some one would produce a good Russian dictionary which should give a certain number of words found in Latin and Greek which have philologically speaking connection with Latin and Greek. Further, the irregular tenses should be given, and much attention should be paid to a reasonable scheme of semasiology, pointing out how the various meanings attached to each word are connected.

I would recommend every student wishing to learn Russian, and unable to take a long course of lessons, to do all in his power to secure half a dozen lessons from a real Russian, and to devote all these lessons to the acquisition of the Russian pronunciation. Let him proceed to the study of grammar on his own account; but there are three or four sounds in Russian which are not difficult to acquire from a native, but are exceedingly difficult to learn from any description. Chief among these I would reckon

the soft final consonants, the sound of the Russian letter which represents the English sound commonly transliterated by *y*, as in 'buil,' 'he was,' and the sound of 'ch,' which comes natural to a Scotsman. The Russian language is very strongly marked by an accent of stress. No definite rules can be given for the incidence of this accent, as can be given in German and English, so that the accented syllable in each word requires to be committed to memory. The grammar of the verb is simple compared with that of many other languages. The forms of conjugation are scanty; for instance, there is no conjunctive, and only one so-called past 'tense' to express past time. These deficiencies are supplemented by the different aspects of the Russian verb, and these are very lucidly explained in Magnus' Grammar, § 42. The student will find it more easy to understand these aspects if he will realize the fact that they exist in other languages than those belonging to the Slavic group: e.g., the French *vivoter* is an aspect of *vivre*—a modification of the meaning of its root; *esurire* is an aspect of *edere*; *begone* is an aspect of *go*. For the philological student, Russian offers a field of great interest, for roots common to other Aryan languages are common in Russian, but often remain disguised until the corresponding sounds in it and its congeners are ascertained and mastered. To this end it would be a great boon to scholars if a philological manual of the Russian, or, indeed, of the Slavonic languages generally, could be prepared by some of our Slavonic scholars.

H. A. STRONG.

## L'UNIVERSITÉ DE FRANCE PENDANT LA GUERRE.

QUAND l'anarchiste Vaillant jeta ses bombes dans la Chambre des députés, le président de la Chambre, au milieu de l'émotion et du tumulte, prononça ces simples mots: 'Messieurs, la séance

continue!' Était-ce le réflexe de l'habitude, ou bien une maîtrise de soi touchant à l'héroïsme? Quoiqu'il en soit, le mot était beau et il est resté. S'il fallait résumer en une phrase l'attitude et

l'œuvre de l'Université de France pendant la guerre, c'est celle-là qu'il faudrait reprendre ; pour elle aussi le mot d'ordre a été : la séance, le travail, continue ; et cette devise où le courage se cache derrière les formules du travail coutumier n'a rien qui puisse déplaire au génie sobre et ennemi de la réclame de l'Université française.

Et pourtant, il n'était pas facile, dans la grande tourmente, que le travail continuât. Dès le 4 août 25,000 universitaires, professeurs de faculté, de lycée ou de collège et instituteurs, étaient mobilisés ; d'autres non mobilisables voyaient leurs services acceptés ; une grande partie, la plus grande partie peut-être, des bâtiments consacrés à l'enseignement, étaient aussitôt saisis par l'autorité militaire, le plus souvent pour des hôpitaux ; le nord de la France allait être envahi ; les universités, les classes supérieures des lycées, et les 'grandes écoles' se vidaient en même temps de leurs élèves ; le nombre des étudiants et étudiantes des diverses facultés de France passait de 42,000 en 1913 à 10,000 (dont 2,526 étudiantes). Comment *continuer* ?

La situation matériellement était difficile ; et, moralement, comment préparer la rentrée, commencer les cours, quand l'existence même de la France semblait en question ? Il n'y eut pas une minute d'hésitation. Par des circulaires successives les 7, 18, 22 et 27 août, le ministre posait en principe 'que la vie scolaire ne s'arrêtait pas.' Aux jours les plus sombres, quand le ministre venait de partir pour Bordeaux et que la marée descendait sur Paris, le recteur Liard, chargé de 'l'administration des établissements d'instruction dans le périmètre du camp retranché de Paris,' disait dans une circulaire qui rappelle le fameux ordre-du-jour du général Joffre :

'Je compte que tous ceux qui doivent être à leur poste y sont ;

'Qu'ils y resteront ;

'Qu'en toutes circonstances ils donneront l'exemple fortifiant du calme, du sang-froid, du devoir accompli simplement ; et qu'aucune défaillance ne viendra m'obliger à des rigueurs qui, le cas échéant, devraient être immédiates.'

Vers la fin du mois le ministre présidait lui-même à Bordeaux la rentrée du lycée. Il y avait là comme des délégations des élèves de la France entière : élèves des lycées de Paris, élèves des académies de Lille et de Nancy se mêlaient à ceux de Bordeaux. Devant ces 400 jeunes gens des grandes classes, Mr. Sarraut évoquait les frères aînés qui, en ce moment même, se faisaient tuer pour les sauver, et pour sauver, avec la France, l'idéal d'une civilisation plus juste et plus douce. 'Au milieu du fracas des violences qui semble faire trembler l'édifice européen sur ses bases, la France continue ! La France vit, agit, rêve et crée sans cesser.' Le mot d'ordre aux armées était alors 'tenir, durer ;' le mot d'ordre de l'Université était 'continuer' : 'Rien n'est changé à la date d'ouverture des classes et des cours,' répètent les circulaires ; 'rien n'est changé,' c'est le leit-motiv.

Et c'est un beau spectacle de voir lycées, collèges et écoles de ce qu'on pourrait appeler la ligne de feu continuer jusqu'à la dernière minute, continuer sous les 'marmites,' continuer comme ces paysans qui poussent leurs charrues derrière les tranchées et qui craignent moins les obus qui leur tombent du ciel que ceux, plus traîtres, que le soc de leur charrue va heurter dans la terre et fait éclater. À Béthunes comme à St. Dié, à Lille, à Avesne, à Arras, on ouvre écoles et collèges, ou plutôt, comme les bâtiments scolaires sont le plus souvent des hôpitaux, on commence les cours ; on cesse pendant les pires moments, on reprend le travail à la première accalmie. Voici Arras, par



exemple : le collège occupe l'aile droite du bâtiment, un hôpital est installé dans l'aile gauche ; à la fin d'août les blessés français affluent ; le 1<sup>er</sup> septembre les allemands entrent dans la ville et emmènent tous les blessés valides ; puis, c'est la Marne ; la rentrée s'effectue avec la moitié de l'effectif ordinaire d'élèves et les quelques professeurs non mobilisés ; les classes ont commencé normalement le 21 septembre, mais voici que de nouveau les blessés affluent et le canon se rapproche, les pensionnaires du dehors sont arrêtés et ne peuvent arriver au collège ; bientôt les obus tombent sur les faubourgs, le nombre des élèves diminue. Enfin, ajoute le rapport du principal dans son style administratif, 'le matin du 6 octobre, un seul élève se présenta au collège, le jeune A., fils d'un officier tué à l'ennemi le 15 août. Le canon faisait un bruit assourdissant. Il était impossible de faire classe. Je fis reconduire cet élève chez lui et rendis la liberté à son professeur.' . . . Peu après les obus tombaient sur le collège, les blessés, transportés d'abord dans les caves, devaient être évacués, et le collège allait être écrasé avec la ville, le principal restant jusqu'au bout à son poste. À Avesne, à la fin d'août, le combat s'engage autour du collège entre les français en retraite et les uhlans, un français est tué d'un coup de lance près du bureau du principal, puis les allemands incendient le collège. Dans un bombardement par un train blindé le collège d'Armentières reçoit quatre obus ; à Lille les internes passent deux nuits dans les caves ; et ainsi des autres . . .

Ailleurs, en dehors de la zone des armées, il n'y a pas de ces épisodes dramatiques, mais en disant que 'rien n'était changé' les circulaires indiquaient un idéal plutôt qu'elles n'exprimaient la réalité. Beaucoup de choses étaient changées, et le ministre le savait bien qui laissait aux professeurs et proviseurs toute

liberté d'initiative pour s'arranger de leur mieux des circonstances. Il y avait d'abord à trouver un abri ; ceci était relativement facile : souvent, on a supprimé l'internat ; on s'est serré dans les salles que laissait libres l'ambulance militaire ; ailleurs on a installé les classes dans une caserne, dans d'anciens couvents, dans une usine inoccupée, dans des appartements mis par les habitants au service du collège ; on a accepté l'hospitalité des patronages laïques, des chambres de commerce, des bourses du travail, etc., et avec de l'ingéniosité et de la bonne humeur tout le monde a trouvé place. Il était plus difficile de remédier à la pénurie subite du personnel enseignant. On fit appel d'abord aux professeurs et instituteurs retraités, aux professeurs femmes des lycées de jeunes filles, aux professeurs et instituteurs des régions envahies ou évacuées, aux jeunes élèves des écoles normales d'instituteurs. Ces ressources épuisées, on fit appel un peu à tout le monde ; et c'est ainsi que dans telle petite ville le sous-préfet enseigne l'allemand, un avocat l'histoire, un pharmacien et un dentiste les sciences naturelles ; ailleurs, c'est le procureur de la République qui s'est chargé de la philosophie tandis que la fille d'un professeur s'occupait des classes enfantines ; le personnel de tel lycée s'enrichit à la fois d'un clerc de notaire, d'un artiste peintre, d'un conducteur des Ponts-et-Chaussées et d'un membre de l'Institut archéologique du Caire. Évidemment, ceci ne saurait toujours durer et il est question, très vaguement, de libérer quelques uns des professeurs les plus utiles ; mais ce n'est qu'un projet ; et, pour le moment, il n'y a ni sursis d'appel, ni exemption, ni exception d'aucune sorte, ni pour les étudiants, ni pour les professeurs.

Il y a une place pour chacun—ceci est indiscutable — mais chacun est-il à sa place ? C'est assez douteux, c'était sur-

tout très douteux au commencement de la guerre. On raconte, par exemple, le cas typique de Mr. Cazamian, grand maître des études anglaises en Sorbonne, mobilisé soldat de deuxième classe, et montant la garde et faisant les corvées jusqu'au moment où il demanda à être interprète ; il eut, naturellement, à passer un examen, et, ce qui est moins naturel, ses examinateurs se trouvèrent être de ses élèves ; il fut reçu néanmoins, et est employé maintenant, plus intelligemment, à lire journaux et revues anglais et à présenter chaque semaine un rapport sur l'état de l'opinion publique en Angleterre. Je sais un professeur d'allemand dans une faculté du midi qui non seulement est un des plus fins critiques en littérature allemande—ceci ne compte guère—mais qui connaît plusieurs des dialectes du Rhin, et qui avait pour rôle de 'compter' les mulets algériens débarqués au port de Toulon ! Tel helléniste connu—et qui serait utile à Athènes—est occupé à couper du bois. Mais ce sont là les petits à côté de la guerre. . . .

Quoiqu'il en ait été des difficultés, le but proposé par le ministre avait été compris de tous et, au 1<sup>er</sup> décembre 1914, la situation était ainsi que suit : l'enseignement supérieur fonctionnait régulièrement dans toutes les facultés ; l'enseignement secondaire fonctionnait à peu près complètement partout ; dans l'enseignement primaire 135 écoles normales étaient ouvertes sur 163, 232 écoles primaires supérieures sur 466, et des écoles, dont plus de 2,000 avaient étéquisitionnées et dont 1,304 étaient encore occupées, 167 seulement n'avaient pu rouvrir. La population scolaire tend de plus en plus à redevenir normale : d'après les statistiques officielles la perte d'élèves qui était de 35 pr 100 en 1914 n'était plus à la rentrée d'octobre 1915 que de 15 pr 100 et a diminué encore depuis. Pour donner des chiffres précis,

les lycées de garçons passaient de 41,631 élèves à 50,316, les collèges de garçons de 20,498 à 23,902 ; les lycées et collèges de jeunes filles de 21,901 à 29,693 ; soit une augmentation de 20,000 élèves environ ; la perte d'élèves du fait de la guerre dans l'enseignement secondaire, qui était en 1914 de 35,762, n'était plus en octobre 1915 que de 15,881.

Mais si le chiffre des élèves, au moins dans l'enseignement secondaire et le primaire redevient presque normal, ce qui n'est pas 'normal,' ce qui ne sera pas normal avant longtemps, c'est le nombre des maîtres. Il semble que la guerre fauche de préférence les élites, l'officier tombe plus souvent que le soldat ; et professeurs et instituteurs ont dans cette armée une place d'honneur qui est aussi une place de sacrifice. Il est difficile d'évaluer l'étendue de ce sacrifice, qui du reste se continue chaque jour et ira s'augmentant—pour combien de temps encore ? La *Revue Universitaire* donne depuis février 1915 une liste des pertes parmi les universitaires et des distinctions qui leur ont été accordées ; la première de ces listes donnait les noms de 200 universitaires de l'enseignement supérieur et secondaires tués et de 422 blessés, et chaque mois, depuis, de nouvelles pages s'ajoutent à ce glorieux 'Livre d'or.'—Quant à l'enseignement primaire, une revue donnait, il y a plusieurs mois ces chiffres : 30,000 instituteurs, plus de la moitié de l'effectif total, avaient été, y disait-on, mobilisés ; 700 avaient été cités à l'ordre de l'armée, 40 décorés de la Légion d'Honneur, 40 de la médaille militaire et 500 de la Croix de guerre ; 2,000 instituteurs avaient été tués et 8,000 mis hors de combat.

Quand on parle de l'Université de France pendant la guerre, c'est sur la pensée de ceux-ci, c'est sur la pensée des morts qu'il convient de s'arrêter.

PIERRE CHAVANNES.



## WANTED—A POLICY.

THE Government has fulfilled its promise and appointed a committee 'to inquire into the position occupied by the study of modern languages in the educational system of Great Britain, especially in secondary schools and universities, and to advise what measures are required to promote their study, regard being had to the requirements of a liberal education, including an appreciation of the history, literature, and civilization of other countries, and to the interests of commerce and public service' (*The Times*, August 26, 1916). The members of this committee are eminent in various ways; some of them already have a special knowledge of the matters into which they are to inquire; the remainder will, let us hope, do their utmost to consult the most valuable witnesses and experts. The M.L.A. should be able to assist them to do this and prevent them from being captured by faddists and academic chameleons. But, above all, it must itself have a fairly definite policy. It was caught napping at the outbreak of the war. The Government, by appointing this committee, has at length shown that it means business. It is essential that we, the members of the M.L.A., should not now fold our hands and wait to be told how to put our house in order. Rather, we must take counsel at once, decide on our own aims and plans, and urge upon the new committee those reforms which they ought to recommend.

Assuming this to be granted, it is clear that we must forthwith come to an agreement between ourselves on certain vital points. We, too, like the Allies, must have, so far as possible, *one* front, a united plan of campaign. If as an Association we are not clear about our main aims (and means), and cannot, *as a body*, show reasons for the faith that is in us, then

the voices of individual members will count either for too little or for too much. I have no call to draw up a list of these aims and methods. That should be the work of a special M.L.A. sub-committee, appointed to *watch and assist* the investigations of the Government committee.\* But there are two points which I desire to urge upon our members as of vital importance.†

1. The first is the question of *foreign professors*, a matter which has, fortunately, been brought to a head by the war. Is the whole Association yet convinced, or is it not yet convinced, that the raising of our standard of modern language teaching depends, first and foremost, on our appointing to our University Chairs professors of *British* nationality? Do we realize that so long as these chairs are regularly, or even from time to time, offered (and given) to foreigners, our best students will continue to fight shy of these subjects, or will use them simply as a means to climbing in other spheres of life? Do we further grasp the truth that the foreign professor as such (I say it without prejudice to living professors of foreign origin, some of whom have done admirable work in Great Britain) is an anomaly that no other first-rate country in Europe (unless Turkey be counted as such) would dare or deign to depend on, save in very special circumstances? (So

[\* The Association has received a formal notice that it will be asked to give evidence, and a sub-committee (see p. 167) has been appointed to consider this evidence.—ED.]

† I am aware that our general committee appointed a sub-committee on May 27 to deal with 'the question of the attitude of the Association towards the teaching of German and other foreign languages in schools.' But I would ask: (1) Are its terms of reference wide enough? (2) Do we not need some sort of referendum to the whole Association?

far as I know, there is only *one English-born University Professor of English in Germany*.) Is it accepted by the M.L.A. as a *vital truth* that, in future, 'the heads of (University) departments must, of course, be British,' not merely 'so that a thoroughly British policy shall animate the whole organization,' but also because the British professor, who has himself been a British undergraduate, understands far better than any foreigner can the aims, methods, needs, and abilities of his fellow-countrymen? I have just quoted from Professor Waterhouse's excellent letter to *The Times Educational Supplement* of February 1, 1916. 'The time,' he adds, 'has long since gone by when an Englishman was deemed incapable of proficiency in a foreign language. With modern methods and the opportunities formerly enjoyed solely by German competitors the Englishman makes just as good a linguist as anybody else. The fact that of the thirty-two professors of French and German in the United Kingdom only thirteen are British is merely one of the absurdities of our educational system.' Every word of this is true. Let the M.L.A. impress it upon the committee.

2. The second point I wish to urge is, in my view, almost equally vital. It has already been discussed in MODERN LANGUAGE TEACHING, but I fear we have not yet arrived at an agreed policy on this matter. The question is that of *the future of German*. Shall we continue to teach German in our schools, or shall we abandon it as a school subject? Some of us find it hard to believe that this question can be seriously put, but it has been put already, oddly enough chiefly by men who are recognized as specialists in other 'lines' than the Modern Languages. Their protagonist is Dr. Rouse, whose observations on this point have been particularly amazing: some of them cannot, in fact, be reconciled with what

he has written elsewhere than in MODERN LANGUAGE TEACHING before the war.\*

On the other side, for the most part,

\* I refer in particular to a paragraph written by Dr. Rouse in *The Year's Work in Classical Studies*, vol. i., 1906, p. 3. Dealing with 'The Teaching of Classics in Schools,' Dr. Rouse recalls 'how Greek and Latin were made a living influence in schools' during the Renaissance. He then proceeds: 'The first reviver of the idea was Hermann Perthes, whose name has been obscured by those who have followed in his footsteps. In his pamphlets, *Zur Reform des lateinischen Unterrichts auf Gymnasien und Realschulen* (Berlin, Weidmann, 1873 and 1875), he lays down principles of teaching which are based on sound sense and reasoning: the works have an interest more than historical. But the work which is most practically useful, and should be most convincing, is a pamphlet by Gerhard Michaelis, *Welche Förderung kann der lateinische Unterricht an Reformschulen durch das Französische erfahren?* (Marburg, Elwert, 1902). . . . ' Every second article in this volume (the most useful of the series, because retrospective and not confined to 1906) bears testimony to the indispensable character of German work on the Classics. The article on 'grammar' is definitely based on a German work by W. Kroll. Again, Professor Gilbert Murray, probably the greatest British Greek scholar alive, has written (in the Preface to his *Ancient Greek Literature*) of Professor Wilamowitz-Moellendorf that his 'historical insight and singular gift of imaginative sympathy with ancient Greece seem to me to have changed the face of many departments of Hellenic study within the last fifteen years.' In the face of his own testimony and that of other scholars the remarks made by Dr. Rouse on pp. 22, 23 of M.L.T., vol. xii., No 1., seem to me the merest war-obscurantism. But he himself admits having been fooled by what he now ventures to call Wolf's 'masterpiece of triumphant stupidity.' What guarantee have the readers that he is not now being equally 'bemused' by the war-mist? It would be interesting to compare Dr. Rouse's recent letter in M.L.T. with another 'masterpiece' by the same 'stupid' German—I mean the great *Altcrumswissenschaft*—and to give them marks for 'stupidity.' I greatly admire Dr. Rouse's work as a teacher, but I protest that he has quite misrepresented both Wolf and English scholarship. Mark Pattison published a much saner estimate of the *Prolegomena* as long ago as 1865.



stand those of us whose special business it is, and for years has been, to study the German language and German literature. We are convinced that these are not a whit worse in themselves, nor less worthy of study, because of this war. Nay, more: we believe that they have become for us, Germany's present arch-enemies, both on material and on spiritual grounds, of vastly increased importance. Time was when things German, like the despatches from the American colonies in the eighteenth century, could be consigned, at least with apparent impunity, to the limbo of forgotten vanities. But that time is past, as Cramb saw with prophetic insight more than three years ago it was already past. 'If Germany,' he wrote, 'is our enemy of enemies, if the twentieth century is to witness such a conflict for empire as that of England against France in the eighteenth century, or against Spain in the sixteenth, what is more imperative than that we should understand the spiritual as well as the material resources of that enemy, than that we should seek to discover the hidden foundations of its strength and probe the most secret motives of its actions, the characterizing traits of its policy, the deep convictions which mould the history of the nation? For with nations, as with individuals, it is character that counts; he that wills greatly, conquers greatly.' German history will teach us much, but to study German history adequately we must know the German language. 'German scholarship has not left a single period in its annals unilluminated by some work which is marked by distinction or power and yet remain untranslated into English.' And German literature will teach us even more of this people than German history, for, as the same writer admirably observes, 'There is no such stainless mirror of a nation's soul as German literature. In every age it is racy of German earth, going the round of

its rivers and mountains and valleys . . . ' Never was there a more 'amateur,' a less 'scientific' statement than the recent verdict that German literature 'lacks historical and spiritual associations.' *Quis custodiet ipsos custodes?*

No one, I hope, seriously supposes that this war will destroy the German nation, as even the Thirty Years' War failed to destroy it. Even granted that this very powerful people be soundly beaten and humbled to the dust, its motto, first and last, will simply be, 'Resurgam.' And it will 'rise again,' probably stronger and steelier than ever. Are the great mass even of the 'educated' English to remain for ever in their present state of complacent ignorance about the *real* character of this their mightiest competitor? Are they, for ever, to believe that this competitor has no other 'Soul,' no deeper 'spirit' than is portrayed in the works of Bernhardi, F. M. Hueffer, and T. F. A. Smith? Our Poet Laureate has recently compiled a volume of literary extracts with the significant and just title of *The Spirit of Man*. But who, up to the present, has taken in hand to compile a similar volume from German literature and call it, as he might with equal justice call it, *The Spirit of Germany*. It is, I believe, not too much to say that the main sources of Germany's 'will to live' may be traced to literary and academic ideas; or, to put the matter more accurately, these are the channels through which that potent spirit is carried again and again up and down and back and forth through the body politic.

Some there are who will remain, for the rest of their natural lives, deaf to the eloquence of the seer and blind to the logic of history. For the seer walks 'by faith,' and history never repeats itself in exactly the same guise it has worn before. Such men and women we must leave to their own shibboleths. But surely our Association stands chiefly for the rights

of those who feel the call to study the living nations in the light of their own languages and literatures. It unites those who wish to study these things seriously, as Latin and Greek have been studied for centuries, above all in England. And German, from all points of view, is and remains one of the three or four greater modern languages. Not only is it still the tongue of the most *powerful* nation of the European Continent, but it is the tongue made famous the world over by the works of such men as Wolfram von Eschenbach, Martin Luther, Kant, Lessing, Goethe, Schiller, Grill-

parzer, Hebbel, Wagner, and Nietzsche. Would it be easy to find ten writers of greater power, ten writers more representative of the history of the Human Spirit than these, who are but the *élite* of the German poets and teachers? Or cut the ten down to three—Wolfram, Luther, and Goethe: who are we to despise the language they used? Do men refuse to study the tongue of Vergil and Tacitus because it was also that of Nero and Domitian? What, I repeat, is to be the attitude of the M.L.A. towards the study of German?

M. MONTGOMERY.

### A REJOINDER.

MR. MONTGOMERY follows the ancient legal maxim, 'When you have no case, abuse plaintiff's attorney,' and he tries to show that German ought to be taught in schools by calling me inconsistent. My withers are unwrung; I am no politician, to claim infallibility, and I should be sorry to think I had learnt nothing since I first visited Germany in 1882. On the contrary, I was brought up to believe that Germany led the world in scholarship as well as war, and it took me a long time to find out the limits of her real achievements. But my opinion was formed long before the war, and it is briefly, as I said in my letter, that German work is useful, but we can do without it. Germans are concerned to know all about a work of art; but the essential thing is the work itself, and this is what English classical education used to be concerned with before the German influence came. The Germans are indefatigable collectors, but they have no judgment; they are stupid; and they have done more harm than good, because our scholars, rather lazy it must be admitted, have taken them at their own valuation.

Mr. Montgomery quotes in particular my account of the books of Hermann Perthes

and Michaelis as a proof of the value of German work. In writing the paper he refers to, I included those books in order to give every man his due, and I was glad to do so for Perthes because he had been neglected. Mr. Siepmann first told me about Perthes, and someone else told me about Michaelis; they were welcome allies in my own attempt at reform, but they have had no influence in Germany as far as I can learn, and they had none upon me except to encourage me; I did not say so at the time, because I was only concerned to get a hearing for the reform, and the more I said about myself the less likely that would be: nor should I say so now, but that it illustrates my opinion—German work is useful, but we can do without it. The other contributors in the volume were moved in the same way to give every man all the credit they could, and that seems to me to be a proper spirit.

I regret that my defence against a personal attack should take up your space; so I now dismiss the subject. The whole thing is quite off the point, which is, whether German is the best language, after French, to teach in English schools. German after the war may be necessary



to learn as the language of our bitterest and most irreconcilable foe; but, if so, it may well be confined to certain sections of the army and diplomatic service, just as some now have to learn Turkish, or Persian, or Portuguese. It may still be worth while to learn enough to read works on science or archæology; but it is not a hard task to learn enough of a language to understand such works. On such grounds as these alone I have advocated the teaching of German in schools in the past; if it interests anyone to know it, I have said so in public long before the war, and never have I supported it for such reasons as I support French. There never has been a chance hitherto of considering the claims of German on its merits; but it may be done now, and I maintain that it should be done. German is 'not a whit worse' now than it was before the war: quite true; but the

question is whether it really deserves the place claimed for it by its advocates, and allowed by the lazy good-nature of England, the long-suffering country which everyone else uses for his own ends, and rewards with evil-speaking.

Our own traditional education includes Italian and French for the educated gentleman; but possibly the future will have no room for such a being. I do not know, but I see the modern ideal more like a competent chauffeur. The war has given us one more chance to halt and see whither we are going. Its educational problem is greater than the question whether German should be taught in schools, yet one thing does seem to be clear: German influence leads to the chauffeur and not to the English ideal. As for German literature, that reflects German character, and we know now what that is and always has been.

W. H. D. ROUSE.

## THE MODERN LANGUAGES SUB-COMMITTEE: PROTESTS AND A REPLY.

At a meeting of the general committee of the Modern Language Association held in London on May 27 last, the question of the attitude of the Association towards the teaching of German and other foreign languages in schools was referred to a sub-committee consisting of Miss Althaus, Professor Atkins, Messrs. Brereton, Bullough, Chouville, Miss Burras, Dr. Macgowan, Professor Robertson, and Mr. Woolf. The Chairman (Mr. H. L. Hutton) and the Hon. Sec. (Mr. G. F. Bridge) were also appointed to serve (*vide* MODERN LANGUAGE TEACHING, June p. 111).

Now, we submit that the sub-committee, as constituted, is not competent to deal with the question referred to it, and we desire to protest emphatically against its constitution. No committee, we contend, which does not contain a fair proportion of experienced representatives, in a position to attend its meetings regularly, of all the principal languages concerned is capable of pronouncing a verdict of any value on what is perhaps the most important and far-reaching problem it could undertake to discuss, especially at the present time, when the Government has

just appointed a committee to consider the whole question of the position of foreign languages in this country. The terms of reference to the sub-committee, entailing as they do the claims—claims which are becoming enormously more pressing every day—of other foreign languages besides German, appear to us to leave no doubt on that point. Most urgent, perhaps, of all are the wellnigh limitless possibilities of the Russian language, which, in its various aspects, is bound to find a permanent place in our secondary schools and Universities on sentimental and educational as well as utilitarian grounds. The language of our other ally, Italy, which combines so naturally with the other Romance languages, can hardly continue to be neglected as it has been hitherto. Spanish, one of the most important languages of the world from a commercial point of view, will also demand more attention. French, too, while remaining, for reasons that it would be superfluous to set forth, the premier foreign language in our schools and Universities, should be reinstated in those schools in which its claims have been ignored under the pressure, we fear, of certain exotic influences.

How can the sub-committee, as it stands, help to solve the numerous and complex problems which the whole question must raise, and of which we have endeavoured to give some indication? Obviously it is not qualified to fulfil adequately the task for which it has been appointed, and the sooner it is replaced by a committee on which the *other* foreign languages are duly represented, the better.

- J. W. ATKINS, M.A., Professor of English, University College, Aberystwyth.  
 E. BAMBER, B.A., French Mistress, Crewe.  
 PAUL BARBIER FILS, M.A., Professor of French, University of Leeds.  
 REGINALD R. N. BARON, M.A., Cheltenham Grammar School.  
 W. A. BEANLAND, M.A., Headmaster, Municipal Secondary School, Swansea.  
 DOROTHY BENNETT, B.A., Modern Language Mistress, Manchester.  
 M. BENTINCK-SMITH, LL.D., Headmistress, St. Leonards, St. Andrews.  
 H. E. BERTHON, M.A., M.V.O., Taylorian Institution, Oxford.  
 L. M. BRANDIN, L. ès L., Ph.D., Professor of French, University College, London.  
 E. DISHART, M.A., Modern Language Mistress, Crewe.  
 A. COZENS ELLIOTT, B.A., Eversley Language Institute.  
 ANTHONY FINN, M.A., LL.D., Headmaster, Colston's School.  
 JAS. FITZMAURICE-KELLY, Litt.D., F.B.A., Professor of Spanish, King's College, London.  
 O. M. FYNES-CLINTON, M.A., Professor of French, University College, Bangor.  
 J. DE GRUCHY GAUDIN, M.A., late Headmaster, Carnarvon.  
 M. A. GEROTHWOHL, D.Litt., Professor of Comparative Literature, Royal Society of Literature.  
 E. T. GRIFFITHS, M.A., Lecturer, University of Manchester.  
 DORIS GUNNELL, M.A., D.Litt., Lecturer in French, University of Leeds.  
 CHRISTINE HANSEN, Ph.D., Lecturer, University of Manchester.  
 W. G. HARTOG, M.A., F.R.S.L., Docteur de l'Université de Paris.  
 F. A. HEDGCOCK, M.A., Docteur ès Lettres, University College School.  
 ANABELLE ROXBURGH HUTCHINSON, Newnham College, Cambridge.  
 ELPHÈGE JANAÛ, late French Master, Christ's Hospital.  
 J. KIRKPATRICK, M.A., LL.D., Emeritus Professor of History, University of Edinburgh.

- L. E. KASTNER, M.A., Professor of French, Manchester.  
 V. E. KASTNER, B. ès L., Lecturer in French, Birkbeck College.  
 ALBERT G. LATHAM, M.A., Professor of French, Armstrong College.  
 ETHEL M. LEE, B.A., Modern Language Mistress, Manchester.  
 Rev. W. A. PARKER MASON, M.A., Headmaster, Hulme Grammar School.  
 J. W. MORLEY, B.A., Modern Language Master, Hulme Grammar School.  
 JOHN ORR, M.A., B.Litt., Lecturer in French, East London College.  
 B. M. NEVILL PERKINS, M.A., Lecturer, University of Bristol.  
 J. A. PERRET, Lecturer, City of London College.  
 MINA PERRY, Professor of French, East London College.  
 A. PIRAIT, LL.D., Lecturer, University of Manchester.  
 R. L. G. RITCHIE, M.A., Docteur de l'Université de Paris, Lecturer, University of Edinburgh.  
 N. W. ROSS, M.A., Headmaster, Oaklands School, Bromley.  
 W. H. D. ROUSE, M.A., LL.D., Headmaster, Perse School.  
 R. G. ROUTH, M.A., Headmaster, Bromsgrove.  
 T. B. RUDMOSE BROWN, M.A., D.Litt., Professor of French, Trinity College, Dublin.  
 A. A. SOMERVILLE, M.A., Eton College.  
 CAROLINE F. E. SPURGEON, M.A., D.Litt., Professor of English, Bedford College, London.  
 ETHEL STEVENSON, M.A., Modern Language Mistress, Manchester.  
 ERNEST WEEKLEY, M.A., Professor of French, Nottingham.

The Executive Committee of the Modern Language Association at its meeting of March 25 agreed that the question of the attitude of the Association towards the teaching of German and other modern languages should be submitted to the General Committee (see MODERN LANGUAGE TEACHING, May, p. 88). On May 27 twenty-two ladies and gentlemen discussed the question referred to them, and appointed a sub-committee of eleven, of whom no less than nine were present at the meeting, and of whom more than half are solely or partly teachers of German. I have no wish to prejudice the findings of this sub-committee, but it would not be unnatural if one of the items of its report should be to support Professor Atkins's motion deprecating any reduction in the attention given to German in schools (see MODERN LANGUAGE



TEACHING, June, p. 111). It seems to the writer that for years to come the general public will condemn the teaching of German for other than utilitarian purposes, and will insist that Italian, Russian, and Spanish shall find their place in schools on both utilitarian and humanistic grounds. Surely, therefore, it is the business of a sub-committee of the Modern Language Association to be prepared to deal with a very wide question, and I cannot too much regret that no recognized representatives of Italian or Russian or Spanish find a place on the sub-committee. It seems to me that the various languages should be represented on the sub-committee somewhat in the following proportions: French 3 (or 4), German 2, Italian 2, Russian 2, Spanish 2, with perhaps a few others not directly interested in any one of these subjects. There is another matter which may fairly come within the terms of reference to the sub-committee: it should examine carefully the action of certain schools which before the war gave German pride of place in the linguistic part of their curricula.

A. T. BAKER.

I have just seen the names of the members who form the sub-committee appointed on May 27 to inquire into the relative values and interests of languages to be taught in schools. I feel strongly that the French language is (numerically) not adequately represented. German is over-represented. And it is difficult to discern which members represent the interests of Russian, Spanish, Italian. A committee so constituted might easily lead attention away from the commercially important Russian and Spanish languages. Half a continent is waiting in South America for Englishmen to speak Spanish; and Castilian, with its literary claims, will serve for all States. So, too, Russia waits for British traders to speak its language.

Conceivably, however, Lord Crewe's Committee, now appointed, presided over by Mr. Stanley Leathes, will effect more than our sub-committee. In this (as in so much else) organization is wanted—an organization which in secondary, continuation, and technical schools will see to it that there is a constant supply of young British-born and British-bred men and women who can speak, write, and read two modern foreign languages. The numbers trained would bear a rough proportion to the commercial importance of the States and nations speaking the languages.

HARDRESS O'GRADY.

In the June number, which I have only just had an opportunity of reading, there is a report of the meeting of the General Committee held on May 27, at which a sub-committee was appointed to consider 'the attitude of the Association towards the teaching of German and other foreign languages in schools.' If the words I have italicized had been omitted, the sub-committee would have been a very good one to consider the teaching of German in future, for it contains a large majority—two-thirds or more—of members who teach German, or who have been partly educated in Germany. But, the terms of the reference being much wider, the sub-committee ought to be considerably enlarged. Members should be added specially qualified to speak for languages like Spanish, Italian, Portuguese, Russian, which have hitherto been sorely neglected. If the General Committee is not fortunate enough to possess such members, they ought to invite assistance from persons outside who have the necessary qualifications. These additional members of the sub-committee would claim for the languages named a proper place in the school curriculum from the point of view of their educational value and also of their 'utilitarian or commercial value,' as it used to be put somewhat contemptuously. The war has already taught us to suppress the contempt and to substitute the phrase 'national importance.'

There is no other way of having the matter fairly and fully discussed. Only such a committee can produce a report worthy of this Association, and having sufficient weight to influence the various school authorities.

ELPHEGE JANAU.

In the June number of MODERN LANGUAGE TEACHING it is reported that the General Committee appointed a sub-committee to consider and report upon the attitude of the Association towards the teaching of modern languages in schools.

I think many will agree with me that if the report of this sub-committee is to command attention, it must be strengthened by the inclusion of representative students of the principal European languages concerned. As at present constituted, the Committee is badly proportioned: some languages are over-represented, while others are ignored. Unless I err, Italian, for example, is left out altogether.

As a teacher of that subject, I am perhaps biassed in suggesting that English is also a modern language, and that its claims are at

least as worthy of consideration as those of foreign languages. In a leading London preparatory school for boys, the headmaster excuses the fact that children of eight and nine have no English lessons at all, except formal grammar—no reading, poetry, literature, or composition—by saying he is obliged to concentrate mainly on Latin and mathematics if his pupils are to gain scholarships at public schools. Unfortunately, the four boys entered for such scholarships this year were all successful, which seems to show that his methods satisfy the requirements of four great schools. I suggest that the Modern Language Association sub-committee be enlarged to include proportionate representation of the chief modern languages, and that the English Association be invited to co-operate in drawing up the desired report.

EDITH J. MORLEY.

As a British-born teacher of French of British parentage, I protest against the inclusion in the Sub-Committee of the M.L.A. (appointed to report on the attitude of the M.L.A. towards German and other modern languages) of any aliens or persons of immediately alien descent, whether allied or hostile. The attitude of British teachers towards the study of German or of any other modern language can only be properly discussed and settled by British born and descended teachers of modern languages.

T. B. RUDMOSE-BROWN.

#### A REPLY.

One correction must be made. Owing to a mistake in the minutes, the name of Mr. Richards has been omitted from the list of members of the Sub-Committee.

Would it not be well for critics to verify the facts on which they base their protest? From information I have received it is plain that some, at any rate, of the critics are ignorant of the qualifications of the members appointed, suppose that they were appointed because 'they are mainly connected with the teaching of German,' and conclude that they will neglect the claims of Italian, Russian, and Spanish. The information about these languages supplied in the protest can hardly be new to any member of the Association.

The critics make a charge of 'exotic influences.' What are their instances?

The Sub-Committee was appointed in a constitutional manner by the General Committee of the Association. Several of the critics are

on that committee. How many of them attended the meeting?

The Sub-Committee has already been hard at work, and will produce a report for the Annual Meeting in January. It has power to co-opt, and is looking for help in solving some of 'the numerous and complex questions' before it; but it is grateful, I know, for information from those who cannot attend meetings, and has already obtained information from outside sources. The protest puts clearly the real difficulty felt in appointing committees of the Association—that of securing 'experienced representatives in a position to attend meetings regularly.' I would ask the critics to think over their phrase.

The Government Committee has informed the Association that it wishes to take evidence from its representatives, possibly on some points dealt with in the report, so that no time must be lost in preparing it. It was arranged last July that a discussion based on the report should take place at the Annual Meeting in January next. That report will be solid ground on which to base criticism. If all members who have signed the protest are present, they will have full opportunity to express their opinions, and they will be able, if they think fit, to reject the report and censure the Sub-Committee.

H. L. HUTTON.

Mr. Hutton's reply seems to us to give ample justification for the protests. He shirks the main point—namely, the over-representation of German, even when compared with French. What efforts did the Sub-Committee make to add to its members by co-option or otherwise before the protests appeared? Apparently none. On the contrary, several meetings had been held and the work was being admittedly hurried on with energy.

If the Sub-Committee have been chosen without reference to language, then the choice of so many persons prominently identified with German or avowedly strong supporters of it is, to say the least, unfortunate. The question at issue is supposed to concern schools principally, yet several are not engaged in secondary teaching, and three of them are University teachers of German. This being so, why trouble about Spanish and Russian at all? It is strange that the two members who are supposed to represent Russian and Spanish are the only ones who are not members of the General Committee. Here we may ask, Has Mr. Bullough ever taught Russian? And what



extensive and varied experience have Mr. Richards and Mr. Woolf, both by the way, from the same school? Are we asked to believe that the large proportion of Germanists is due to chance? We may point out that it is quite easy to elect a Sub-Committee constitutionally and yet unfairly. The most charitable construction to be placed on the matter is that the Sub-Committee were elected with extreme thoughtlessness.

We are accused of not having ascertained the facts before protesting. Practically no facts were available except the names of the Sub-Committee, and what is general knowledge regarding their activities and proclivities. We could not be expected to know everything that was said at the General Committee Meeting, and only judge by the fruits of its work.

Mr. Hutton supposes that the protesters conclude that the Sub-Committee will neglect the cause of Italian, Russian, and Spanish. Speaking for ourselves, we will put it differently, and say bluntly that we should prefer to see the cause of the Allied languages and Spanish in other hands. We cast no aspersions on the industry and diligence of the members of the Sub-Committee, but we are not sure of the *spirit* that will animate them, though we have no doubt the protests will have a salutary effect.

As regards 'exotic influence,' has Mr. Hutton never heard of schools where German is com-

pulsory as the first foreign language, and where for the second language (begun later) French and Latin are alternatives? Is he unaware of the German propaganda that has systematically belittled French and all things French? What thinking person does not feel the influence, sometimes underhand, sometimes loud-voiced, that has permeated not only our education, but many other phases of public life? It is this lack of appreciation of the lessons of the war which makes us suspicious of the strong Germanic element in the Sub-Committee and really disqualifies any of our German specialists from figuring on any Committee such as the one in question. They failed to warn us in the past, and they cannot blame us if we have no confidence in their advice for the future.

The spokesman of the Sub-Committee asks the critics to ponder over the phrase 'experienced representatives, etc.' The expression is perhaps not as clear as it might be. It voices what is often felt by country members—that the London members have an influence which their numbers do not warrant, and that they do not represent the Association as a whole. It is to be hoped that the Sub-Committee appointed to deal with the evidence to be given before the Government Committee will be able to give utterance to the opinions of all sections of the Association.

L. E. KASTNER.

## FROM HERE AND THERE.

[*The Modern Language Association does not endorse officially the comments or opinions expressed in this column.*]

THE Modern Languages Committee appointed by the Government is remarkable in two respects. It includes the name of only one woman, and only two teachers of modern languages, while the majority have been nurtured on the ancient classics. It is evidently meant to be a purely business committee. We hope that English, the modern language of most importance to us, will come within its purview. We give below the names, with some details which may interest our readers:

STANLEY LEATHES, C.B., M.A. (Chairman), Civil Service Commissioner since 1907; educated at Eton and Trinity (Camb.); Lecturer in History, 1892-1903; secretary C.S.C., 1903-07; one of the editors of the *Cambridge Modern History*; author of *What is Education?* etc.

C. A. MONTAGUE BARLOW, LL.D., M.A.,

M.P. (South Salford), Barrister-at-Law; partner in Sotheby, Wilkins and Hodge; educated at Repton and King's; classical lecturer on Economics.

E. BULLOUGH, M.A., Lecturer on German Literature and Aesthetics; educated abroad and at Trinity (Camb.); First Class in French and German (1902); has studied Russian and Psychology; Fellow (Law) of Gonville and Caius, 1912; joint-author of *Russian Reader*.

The Right Hon. Sir MAURICE DE BUNSEN, late H.M. Ambassador in Vienna; educated at Rugby and Christ Church; entered diplomatic service in 1877.

A. C. COFFIN, B.A. Lond.; Director of Education, Bradford (since 1911); has been both teacher and inspector; has travelled extensively and given Conferences on Education; is

President of the United Foreign Circles in Bradford.

H. A. L. FISHER, M.A., Vice-Chancellor of Sheffield University (since 1912); educated at Winchester, New College (Oxford), Paris, and Göttingen; First Class Class. Mods. and Lit. Humaniores; Fellow of British Academy; has been a member of previous Government Commissions and Committees; publications mainly historical.

H. C. GOOCH, B.A., LL.B., J.P., Alderman of L.C.C. and Chairman of Higher Education Subcommittee; educated at Eton and Trinity (Camb.); Honours in Classical and Law Tripos.

J. W. HEADLAM, M.A., LL.D., Staff Inspector of Secondary Schools for Board of Education; educated at Eton, King's, and Berlin; Professor of Greek and Ancient History at Queen's College, London, 1894-1900; author of *Life of Bismarck* and special Reports on Classical Studies in Germany.

L. D. HOLT.

WALTER LEAF, Litt.D., D.Litt., Deputy Chairman of the London County and Westminster Bank; Fellow of London University; Governor of Harrow and Marlborough; member of L.C.C.; educated at Harrow and Trinity (Camb.); Craven Univ. Scholar, 1873; B.A., Senior Classic, 1874; President of Hellenic Society, 1914; publications mainly on Homeric studies.

Dr. G. MACDONALD, M.A., LL.B., Fellow of British Academy; First Assistant Secretary Scotch Education Department; Vice-President of the Society for the Promotion of Roman Studies; member of various Numismatical Societies; educated at Ayr Academy, Edinburgh University, and Balliol; First Class Class. Mods. and Lit. Humaniores; studied abroad; late Lecturer in Glasgow University.

A. MANSBRIDGE, late Secretary of the Workers' Educational Association.

C. NOWELL SMITH, M.A., Head-master of Sherborne (since 1909); educated at Winchester and New College, Oxford; First Class Class. Mods.; Fellow of Magdalen; Fellow and Tutor of New; House-master at Winchester; author of books on Wordsworth.

MARY JANSON TUKE, M.A., Principal of Bedford College, London; educated at St. John's, Withdean, Brighton, and Newnham; Staff Lecturer at Newnham, 1890-1905; Lecturer in French at University College, Bristol.

Sir JAMES HENRY YOXALL, Kt., General Secretary of the National Union of Teachers; editor of the *Schoolmaster*; educated at the Wesleyan School, Redditch, and Westminster Training College; Royal Commissioner on Secondary Education, 1894-95.

The *Journal of Education* says: 'The Committee on Modern Languages includes a former Lecturer on Greek and Ancient History, an Examiner in Law, an Ambassador, an Editor of the *Cambridge Modern History*, and a former Secretary to the Workers' Educational Association. The varied attainments and eminence of those members command our unstinted respect, but we had hoped that the experience and knowledge of the men and women who are engaged in teaching modern languages in our schools would have been more fully recognized. The Committees are more satisfactory than a Royal Commission, but they are not as strong as we could have wished. We hope that they will make every effort to learn the views of practical teachers, and will give full consideration to them before issuing the reports, which we shall await with much interest.'



#### ON ACTIVE SERVICE.

J. H. Foster, Gresham School, Holt, is Major in 14th Battalion Highland Light Infantry.

W. S. Montgomerie, Bolton Grammar School, is serving in the 14th Argyll and Sutherlandshire Highlanders.

L. C. Kirk, Leeds Grammar School, is serving as Captain in the 15th West Yorkshire Regiment.

H. Clewley, Labymer Upper School, Hammer-smith, is serving as Quartermaster-Sergeant in the Army Service Corps.

J. M. Arthur, Enfield Grammar School, is serving in the Royal Engineers.

H. G. Theodosius, Registrar at Durham University, is working at the Northumberland War Hospital, Newcastle.

P. L. Rawes, Berkhamsted School, is Second Lieutenant in the Army Service Corps.

P. V. Thomas, University College, London, is Second Lieutenant in the Royal Garrison Artillery.

A. H. Legh, Berkhamsted School, has been gazetted Second Lieutenant to the 17th Battalion Cheshire Regiment.

Pte. H. G. G. Rutherford, Royal Fusiliers, late Assistant Master at Maidstone Grammar School, is reported wounded and missing.

T. B. Wheeler, Dover County School, has returned from Malta, and is in training with the Artists Rifles.

F. G. Witts, Hornsey Courts School, is serving with the London Electrical Engineers, a branch of the Royal Engineers.

H. Goldring, Municipal Secondary School, Brighton, is a Second Lieutenant in the 4th Battalion of the East Kent Regiment ('The Buffs').



G. A. Bencher is serving as Second Lieutenant in the 19th London Regiment.

#### MEMBERS KILLED IN ACTION.

A. Allart, Stockport Municipal Secondary School, has been killed in action near Verdun, fighting with the French Army.

Captain H. M. Adcock, 10th Lancashire Fusiliers, Assistant Master at Bablake School, Coventry, was killed in action in the early days of July, when the English advance began.

Second Lieutenant B. H. Whitley, 3rd Royal Scots, Assistant Master at Loretto, was killed in action on July 17.

Lieutenant Vipan, 7th Middlesex, has been invalided home from Egypt, and has resumed work at Christ's College, Finchley.

Captain F. J. Widdowson (15th Durham Light Infantry) is now in hospital recovering from a wound in the arm received recently at Flers.



Mlle. France Brancard, 122, Rue Bourbon, Chatelherault (Vienne), would like to enter into correspondence with an English teacher (lady or gentleman), with the idea of mutual help in the study of English and French respectively.



We have received the first number of *La Petite Revue*, which is published on the 15th of each month at the price of 2d. It contains extracts from the French press, as well as anecdotes, puns, etc., which are sometimes given phonetically (I.P.A. alphabet). It should prove very useful in the classroom, and the publisher, Harry J. Purkiss, The Old Hall, Southborough, Tunbridge Wells, will supply it in quantities at the rate of 1s. 6d. per annum per pupil.



Since September 7 the *Times Educational Supplement* has been published weekly. No teacher, and certainly no teacher of modern languages, should fail to become a regular reader. In the issue dated September 7, we notice an important letter from Mr. Hardress O'Grady on Modern Language Teaching. He says that, of the many problems which confront the Government Committee recently appointed, 'not the least important is a proper supply of English-born and English-bred teachers.' The foreigner is wanting in the power to control classes of English boys, and is obstinate in opposing reform methods. Mr. O'Grady might

have pointed out that the supply of competent teachers which he desiderates cannot be obtained without some reform of the honours schools of our Universities, and until their modern language departments are in the hands of Englishmen. He concludes: 'No general improvement in the teaching of modern languages can be expected till we train and pay adequately English men and women for the work.'



The question of pay and security of tenure is also dealt with in a strong article by Mr. de Payen-Payne in a recent number of *The Church Family Newspaper*, entitled 'Educational Weak Spots.' These weak spots, according to the writer, are the unco-ordinated hotch-potch which we call our national system of education, the lack of character-building in our elementary schools, and the meagreness of the intellectual equipment in the secondary ones. Mr. de Payen-Payne says: 'Once given the right men, trained for their work, questions of method and curriculum will soon be solved. It will be seen that our education should be founded on a sound knowledge of the mother-tongue, and not on a poor knowledge of Latin grammar. . . . For the majority, modern languages and modern history must supply the humaner letters. . . . No doubt in our public schools classics have held too preponderant a place in the past, but we must not let the pendulum swing too much in the opposite direction, or botanizing on mothers' graves will become the favourite pastime of our youth.'



The Summer Meeting of the University Extension Movement was held at Cambridge in August. It was considered so important that the Government made arrangements for the coming of distinguished men from Russia to take part in it, and Lord Robert Cecil presided. For the special subject was Russia in all her aspects. A report will be found in the *Times Educational Supplement* of September 7.



Apparently (see *Times Educational Supplement*, September 28) in order to prevent 'kidnapping,' the Intermediate Board of Education in Ireland has published, not the names, but the numbers of the candidates who have distinguished themselves in the recent examinations.



The prejudices fostered, some say, by the Germans against the Russians and Russia are being gradually removed. The difficulties of learning Russian, much less than is commonly supposed, and not greater than those associated with German or Greek, have been due in no

small measure to the German system of transliteration. *The Times* (Russian Section) of September 30 gives the following scheme, which it will henceforth adopt:

а	а	с	с
б	б	т	т
в	в	у	у (or ou medial)
г	г	ф	ф
д	д	х	х
е	е (after vowel, ie)	ц	цs
ж	ж	ч	ch
з	з	ш	sh
и	и	щ	shch
і	і	ъ	omit
й	й (after і or ѣ omit)	ы	у
к	к	ь	omit
л	л	ѣ	see e
м	м	э	е
н	н	ю	iu
о	о	я	ia
п	р	ѐ	f
р	р	ѡ	i
		кс	medial or final = x

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Mr. William Pulman has sent us a pamphlet entitled, *A New System of English Spelling and Standard of Pronunciation*. It is similar to S.S.S. system, but makes use of - and ~ with vowels. These marks may, however, be omitted when there could be no ambiguity. This system has no *c* (except in *ch*) or *q*. We cannot approve a system which writes *arsk* for *ask*, and *Ider* for *Ida*.

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'Haplotype' is the name given to an improved alphabet for English which has been fully described in MODERN LANGUAGE TEACHING (see 'Speech Sounds of English,' November and December, 1915).

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We have also received *Boni Skotland*, printed in Fonetik Longhand, published by Messrs. Higgin and Co., Rothesay, in commemoration of the Izaak Pitman Sentenari. It is the system on which Pitman's well-known shorthand writing is founded.

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The Jersey Society of London has sent us one of its occasional publications, *Wace and the Roman de Rou*, by De V. Payen-Payne. It contains particulars of Wace's life and works, a bibliography, etc., and two illustrations: Sir John Millais's imaginary sketch, and a reproduction of a part of an early British Museum MS., with a translation.

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The Phonetics Syllabus of Lectures and Classes for the Session 1916-17 at University College,

London, given by Mr. Daniel Jones and Dr. Perrett and their assistants, Mrs. D. Jones, Messrs. Noël-Armfield, S. Jones, and H. E. Palmer, includes both practical and theoretical work in English, French, and German, as well as Research and Methods of Language Teaching. Examinations will be held and certificates awarded at the close of the third term.

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We regret to have to announce the death, at Harrogate, of Dr. A. W. Schüddenkopf, late Professor of German in the University of Leeds. He was born and educated at Göttingen. He came to England in 1887, was an assistant-master for a short time at Newark Grammar School, and Professor of German for two years at Bedford College. He then went to Yorkshire College, where he remained till his retirement in 1914.

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Messrs. Heffer and Sons have sent us two unique catalogues. The one is a classified and annotated list of French literature compiled by a Belgian refugee; the other is a list of books for the study of Russian. The excellent notes in both cases are meant to serve as guides. One example will suffice. RIMBAUD (A.): Œuvres. 3 fr. 50. L'extravagant compagnon de Verlaine. Poète merveilleusement doué; il manque de correction, et souvent de clarté.

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## HOMEWORK DICTATIONS.

We note with interest that the idea of a Phonetic Dictation for Homework is introduced into a book just published by Messrs. J. M. Dent and Co. In fairness to Mr. S. A. Richards and Mr. Hardress O'Grady, we would state that *Dictations for Homework* (French), by the former, was published in 1915 (autumn), and that *English Dictations for Homework*, by the latter, was arranged for in January of this year, and is in the press. As the idea is admittedly good, we are anxious that it should not be thought that we have borrowed it from others.

CONSTABLE AND CO., LTD.

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## THE STUDY OF RUSSIAN.

The Earl of Portsmouth presided at the Institut Français du Royaume Uni, Marble Arch House, and presented the prizes to the successful students in the Russian classes which



are held in association with the Russia Society. The chairman congratulated the governing body and the staff on the success of these Russian classes. Furtherance of the study of the Russian language was not a mere matter of sentiment, it was of very great commercial importance. It was highly desirable that we should follow up the formation of the political alliance with the great Russian Empire by cultivating a better understanding with the Russian people and developing a profitable commercial association with them, whereby English capital and English enterprise might benefit from the almost inexhaustible resources of Russia.

General Doukhovetzky afterwards delivered a lecture on 'The Moral and Intellectual Development of Russia.' In introducing him to the audience the chairman said that he was at present Chief of the Russian Press Agency, an official post in which he controlled all the communications from this country to the Russian newspapers. He was a Councillor of the Russian Empire, he had been attached to the Headquarters Staff of both Lord French and Sir Douglas Haig, and he had acted as the Russian official Eyewitness at Gallipoli. A long residence in Constantinople and in the Balkan States had made him thoroughly familiar with the politics of Eastern Europe. General Doukhovetzky's lecture gave in brief outline a history of the rise of the Russian Empire, and an account of the national genius of its people. On the latter point he insisted on the fact that from the earliest times the literature of the Slav people had been full of ideas such as that which found expression in Tolstoy's *War and Peace*—namely, that it was love that ruled the world.



#### OXFORD.

The Examiners have issued the following award in the Honour School of Modern Languages:

Class I.: Arthur M. H. Brierly, Jesus, French, and distinction in the colloquial use of French.

Class II.: John K. Bostock, Wadham, German; and Robert W. B. Pugh, Keble, French, and distinction in the colloquial use of French.

Classes III. and IV.: None.

*Women.*—Class I.: Katharine G. Potts, Somerville College, German; and Ethel C. Webb, Somerville College, French.

Class II.: Ethel Davies, Society of Oxford Home Students, German, and distinction in the colloquial use of German; and Dorothy E. Scott-Stokes, Somerville College, French.

Class III.: Irene M. Ackers, Somerville College, French; Dorothy M. Boykett, St. Hugh's College,

German; and Dorothy Cash, Somerville College, German.

Class IV.: Katharine Espinasse, St. Hugh's College, French.

The Examiners in the Honour School of English Language and Literature have issued the following award of classes:

Class I.: Aldous L. Huxley, Balliol.

Class II.: Henry R. Bowler, St. John's; Thomas B. Brooke, Keble; Russell Green, Queen's; Thomas F. Mayo, St. John's; and Carl J. Weber, Queen's.

Class III.: William H. Irving, Exeter; Fred M. Smith, Queen's; and Walter T. Wiggs, St. John's.

Class IV.: Frederick R. P. Sumner, Wadham.

*Women.*—Class I.: Marjorie D. Niven, Somerville College.

Class II.: Edith Bousfield, Lady Margaret Hall; Muriel St. C. Byrne, Somerville College; Evelyn M. Chambers, Lady Margaret Hall; Gertrude M. Davies, Society of Oxford Home Students; Rhona B. Hales, Lady Margaret Hall; Muriel Jaeger, Somerville College; Fanny M. Jenkins, St. Hugh's College; and Hilda M. Moore, Somerville College.

Class III.: Ena N. Adkin, Lady Margaret Hall; Mabel L. Barton, Somerville College; Millicent P. M. Beasley, St. Hugh's College; Margaret H. Blaber, Society of Oxford Home Students; Audrey B. Buller, St. Hugh's College; Elsa B. C. Clark, St. Hugh's College; Susannah L. Clarke, Society of Oxford Home Students; Gladys E. M. G. Cruickshank, Somerville College; Vera R. G. Donie, Society of Oxford Home Students; Florence R. M. Flew, Somerville College; Mavis D. Hay, St. Hilda's Hall; Gladys Hill, Somerville College; Beatrice M. Hopley, St. Hilda's Hall; Eleanor Lancelot, Lady Margaret Hall; and Isobel M. S. McColl, Lady Margaret Hall.

Class IV.: Lily M. Grant, St. Hilda's Hall; Eleanor M. Grantham, St. Hilda's Hall; Margery G. Lewis, St. Hugh's College; Mary W. Marshall, Lady Margaret Hall; Nancy D. Richards, Somerville College; Dorothy C. K. Warry, Lady Margaret Hall; and Dora E. Waterworth, Society of Oxford Home Students.

*Egrotat:* Lilian L. Spencer, St. Hugh's Hall.

The following candidate satisfied the Examiners, B 6: Theoline E. P. Horsfall, St. Hilda's Hall.



#### CAMBRIDGE.

MEDIEVAL AND MODERN LANGUAGES TRIPOS.

Class I.: J. M. Lewis (University College, Aberystwyth and St. John's).

Class II.: W. G. Essame (Emmanuel); F. J. S.

Forgas (Emmanuel); A. Gaspar (St. John's); M. Margolis (St. Catharine's).

Class III.: S. J. A. Evans (King's); M. E. Forgas (King's).

Excused the General Examination: H. Trott (Christ's).

*Women.*—Class I.: V. M. Boulter (Newnham); E. F. G. Bunn (Girton); M. Dawes (Newnham); D. Everett (Girton); H. Grover (Girton); A. L. Jackson (Newnham); H. May (Newnham); A. M. Milner-Barry (Newnham); W. S. Nayler (Newnham); J. K. Pulling (Girton); M. J. Revell (Newnham); M. K. Spencer (Newnham); E. K. Woolner (Girton).

Class II.: A. K. Barlow (Girton); E. Blamires (Newnham); D. Chadwick (Girton); E. D. Crowther (Newnham); E. V. Dewey (Newnham); H. M. Gifford (Girton); N. A. Haworth (Newnham); M. V. Kitson (Newnham); V. R. W. Mendel (Girton); M. Seville (Girton).

Class III.: D. V. Barber (Newnham); H. R. Bentwich (Girton); G. M. Bruce (Girton); P. M. Fletcher (Newnham); G. D. Harold (Girton); P. M. Keele (Newnham); F. K. Kneese (Newnham); E. G. Littlewood (Newnham); J. R. Thomson (Newnham); E. K. Wakeford (Newnham).

Schools of the First Class: Miss Boulter (Haynes Hill, Taunton) (Mathilda Blind Scholar); Miss Bunn (Sydenham H.S.); Miss Dawes (Leeds H.S.); Miss Everett (Norwich H.S.); Miss Grover (Lansdowne House, Hampstead); Miss Jackson (Bedford H.S.); Miss May (Liverpool College Girls); Miss Milner-Barry (Berkhamsted G.S.); Miss Nayler (Bolton Municipal Secondary); Miss Pulling (Kensington H.S.); Miss Revell (St. Margaret's, Edinburgh); Miss Spencer (Edgbaston H.S.); Miss Woolner (Ipswich H.S.).

The Tiarks German Scholarship of the value of £150 has been awarded for a second year to Mr. F. W. Stokoe, B.A., of Gonville and Caius College.

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#### LONDON.

The following Entrance Scholarships, tenable at University College, have been awarded on the report of the London Inter-Collegiate Scholarships Board:

In the Faculty of Arts: Andrews Scholarship in Modern Languages (£30); Samuel Samuels, of the County Secondary School, Holloway. Rosa Morison Scholarship, History and Modern Languages (£30 a year for three years); Roland Ainsworth Auty, of Baneroff's School, Woodford Green, Essex, West Scholarship in English Language and Literature and History (£30).

#### ENGLISH HOLIDAY COURSE IN SWEDEN.

As in 1915, the suspension of the English courses for foreigners promoted in recent years by the Universities of London and Oxford suggested that some sort of substitute for them would be welcomed in Scandinavia. Accordingly, the three English University Lectors in Sweden, together with Mr. Weedon of Christiania, set on foot an English Summer Course (July 1 to August 4) at Lysekil, a popular watering-place on the West Coast of Sweden, easily accessible to Danes and Norwegians as well as Swedes. In consequence of Mr. Charleston's call to the Legation early in May, and the impossibility of finding a substitute for him, the number of students had to be limited to fifty, half of whom were drawn from Norway and Denmark; an additional ten were subsequently admitted from Sweden for part of the Course or for lectures only. The scheme of work was closely modelled on that of the London and Ramsgate Courses, class-work from 10 to 12 being followed by a lecture. The conversation and oral reproduction classes were conducted by lady-teacher, the reading (phonetic texts) and translations (including commercial correspondence) classes by the three remaining organizers. Most of the members of the Course had meals together, and in this *milieu* the use of a Scandinavian tongue soon died a natural death. There were, indeed, so many opportunities for conversational practice, that it was found unnecessary to continue the set-conversation classes for the advanced students, nearly all of whom were teachers of English, and had spent some time in England.

The following lectures were delivered:

Mr. G. E. Fuhrken, M.A.: 'English Sounds' (5), 'English Wit and Humour' (6).

Mr. W. H. Weedon, B.A.: 'Peoples of the British Isles,' 'London Society' (2), 'Ireland,' 'Recent Fiction,' 'William Morris,' 'Whistler,' 'Dr. Barnardo,' 'Florence Nightingale.'

Mr. F. J. Fielden, M.A.: 'Cambridge,' 'R. L. Stevenson,' 'The Irish Literary Revival,' 'Robert Bridges,' *Twelfth Night*, *Othello*.

Lantern lectures were given on Thursday evenings by Mr. Weedon on 'London and Westminster,' and by Mr. Fuhrken on 'English Schools and Universities,' 'Scotland,' 'Early British History,' and 'Pictorial Humour.'

The Saturdays were devoted to whole-day sailing excursions, which proved immensely popular, and did much to encourage the camaraderie that soon showed itself. On other days boating and bathing claimed their full share of



leisure time, thanks to the ideal weather that favoured Lysekil and to the excellent facilities the place afforded.

Mr. Fuhrken, under whose direction the staff elected to work, received admirable support from his colleagues, while a word of thanks is also due to the local authorities for their friendly attitude and assistance. The students expressed their appreciation of the efforts made on their behalf by inviting the staff to a Reception half-way through the meeting.

G. E. F.



The following resolutions were adopted at the recent Conference of Teachers of English at Stratford-on-Avon:

1. That a test in the power of reading aloud clearly, intelligently, and expressively should form a part of all examinations in English language and literature, up to and including those of senior standard.

2. That, in order to secure the competent teaching of good speech in our schools, the study of the spoken language, based on a sound knowledge of what is fundamental in phonetics and voice production, should form an integral part of any course of training for teachers in elementary and secondary schools.



#### UNIVERSITY INTELLIGENCE.

OXFORD, *July 9*.—The studentship granted by the Gilchrist Trustees to the Association for the Education of Women in Oxford has been awarded to Miss A. E. Powell, Lady Margaret Hall. Miss Powell obtained a First Class in the Honour School of English Language and Literature. She intends to pursue her studies in Oxford, and, if circumstances permit, in Paris, with a view to obtaining a University Lectureship in English.

ROYAL HOLLOWAY COLLEGE.—The following awards of Entrance Scholarships have been made:

Scholarship of £60 for three years to Miss C. M. H. White, French and German (Portsmouth High School).

Scholarships of £50 for three years to Miss E. V. Baker, French with credit for Latin (King Edward's High School, Birmingham); Miss E. J. Gadsby, English (Clapham High School); Miss M. Rostron, French and History (Burnley High School).

Scholarship of £40 for three years to Miss E. A. Stidston, English with credit for History (Clapham High School).

BIRMINGHAM UNIVERSITY.—The Birmingham Chamber of Commerce propose to endow a

Chair in Russian at the University, and they are appealing for a fund of £12,000. It is desired to establish a sound connection between Russia and this country, and to do this it is first necessary to make a thorough study of Russia and the Russians, including the language, commercial correspondence, manners and customs, geography and literature. Consideration would also be given to the endowment of travelling scholarships, enabling young men from Birmingham to visit Russia. The appeal has already brought in £9,180.

LECTURER IN RUSSIAN.—As the result of a conference between representatives of the University and the Birmingham Chamber of Commerce, Dr. Luis Segal has been appointed Lecturer in Russian. Dr. Segal will commence his duties in January next. He was born in Odessa in 1883, and his preliminary education was gained at a private school in that city. He came to England in 1900, and acted as London Correspondent of various Russian newspapers. Six years later he left for Paris, where he studied literature at the Sorbonne. In 1907 he became a student at the University of Berne. Subsequently he was editor of a Russian periodical in Odessa, but returned to Berne in 1910, graduating Ph.D. in July, 1912. He has taught languages in Switzerland, and in this country since September, 1913, has filled appointments under the London County Council.



The following resolutions, drawn up by a conference representative of the five associations concerned, have received the approval of the Councils of the Classical, English, Geographical, Historical, and Modern Language Associations. They are intended to form a basis for common action by the five associations as well as, it is hoped, for co-operation with representatives of the mathematical and natural sciences and of other elements in education. It must, therefore, be understood that they do not represent the full views of the associations concerned, but rather a common measure of their views, which they all accept as a basis. In the same way the propositions laid down do not profess to cover the whole field of education, but are limited to the spheres with which the five associations directly deal. Some apology, moreover, seems needed for the use of such contrasted terms as 'humanistic' and 'scientific.' They are simply employed for the sake of brevity, for all would agree that 'humanistic' studies should be scientific, and 'scientific' studies humane.

The resolutions are now published in the hope

that in any coming reconstruction of our educational system this attempt to restate the 'humanistic' position will mitigate the dangers incident to a violent breach of tradition and an excessive reaction against the past predominance of certain types of study.

It will be obvious that they are drawn up in no spirit of hostility or indifference to either scientific or technical studies. Their framers are anxious to co-operate in securing for these, as well as for the studies in which they are themselves more particularly interested, their due place in a national system of education.

Pending the formation of some central council, which could assume a larger responsibility and speak with a wider representative authority, they would welcome offers of co-operation or suggestions for the further practical development of the position taken in these resolutions.

Any communication may be addressed to the Chairman of the Conference of the Five Associations, Professor Tout, 1, Oak Drive, Fallowfield, Manchester.

The resolutions are as follows: That in the opinion of the conference—

(i.) It is essential that any reorganization of our educational system should make adequate provision for both humanistic and scientific studies.

(ii.) Premature specialization on any one particular group of studies, whether humanistic or scientific, to the exclusion of all others, is a serious danger, not only to education generally, but to the studies concerned.

(iii.) Humanistic education implies the adequate study of language and literature, geography, and history, which in each case should, at the appropriate stage of education, go beyond the pupil's own language and country.

(iv.) The representatives of humanistic studies would welcome from the representatives of the mathematical and natural sciences a statement with regard to those studies similar to that contained in (iii.).

(v.) In all reform of education it must never be forgotten that the first object is the training of human beings in mind and character, as citizens of a free country, and that any technical preparation of boys and girls for a particular profession, occupation, or work must be consistent with this principle.

(vi.) Subject to the above principles, the associations concerned would welcome a comprehensive revision of national education from the point of view of present needs.

BRYCE, FREDERIC G. KENYON (*on behalf of the Classical Association*); CROMER, JOHN

BUCHAN (*on behalf of the English Association*); DOUGLAS W. FRESHFIELD, H. J. MACKINDER (*on behalf of the Geographical Association*); C. H. FIRTH, T. F. TOUT (*on behalf of the Historical Association*); EDMUND GOSSE, HERBERT WARREN (*on behalf of the Modern Language Association*).

Copies of the above document have been sent to the Prime Minister and the President of the Board of Education, to the Chairman of the Government Committees on Science and Modern Languages, to Local Education Authorities and Governing Bodies, and to various educational associations. Arrangements have also been made for circulating them throughout the teaching profession. The document has also appeared in the Press.



#### GENEROUS GIFT TO LEEDS UNIVERSITY.

Mr. Walter Morrison, of Malham Tarn, to whose personal interest in its Library the University is under obligation, has given £1,000 for the development of the new School of Russian Studies, of which the Sir James Roberts Professorship of Russian Language and Literature will be the centre.

Mr. Walter Morrison's gift will be invested by the University, and the income devoted to the purchase of books for the Russian department of the University Library and (so far as the claims of the Library allow) to the provision of a scholarship or prizes or other encouragement of Russian studies.



#### COMMERCIAL TRAVELLERS AND MODERN LANGUAGES.

At the annual conference of the Northern and Midland Federation of Commercial Travellers' Associations, held at Birmingham on Saturday, Mr. R. A. Parsons, hon. secretary of the Northern Federation, read a paper on 'Commercial Travellers and Foreign Trade.' He argued that it would be to the immense advantage, not only of the British commercials, but to British commerce itself, that British manufacturers should in future be represented by trained commercials of their own country. He hoped our elementary education system would be completely overhauled, and modern languages made compulsory in the final stages of a boy's regular school days.



The Russia Society has decided to appoint a board of examiners for granting certificates for proficiency in Russian. The following have



consented to serve on the Board: Mr. D. Bondar, Mr. W. A. Bulkeley-Evans, Mr. Edward Bullough, Mr. Alfred T. Davies, Mr. E. A. Brayley Hodgetts, Mr. John Marshall, Mr. Aylmer Maude, Dr. John Pollen, C.I.E., Mr. Basil T. Timotheieff, and Mr. E. L. Underwood. Particulars may be obtained from the Russia Society, 47, Victoria Street, London, S.W.



The Drapers' Company of London have appointed Miss C. E. Robinson, M.A., to the position of head-mistress of Howell's School, Denbigh, in succession to Miss M. T. Beloe, resigned. Miss Robinson was educated at Cheltenham Ladies' College and Bedford College, London, and took first-class honours in her London B.A. and her M.A. in medieval and

modern languages. The Drapers' Company have recently added a new wing to the school at a cost, including alterations to the old sixteenth-century building, of £16,000. The trust arose out of a bequest in 1540 to the company by Thomas Howell of '12,000 ducats of gold' for marriage portions for poor maidens. It is now applied to the maintenance of schools at Denbigh and Llandaff and other Welsh institutions.



The Chairman of the L.C.C. and the Chairman of the Education Committee have sent a letter to the newspapers calling attention to the importance of evening institutes, and especially to the arrangements made for the study of French, Russian, Italian, Spanish, Portuguese, and German.

## REVIEWS.

[*The Association does not make itself officially responsible for the opinions of reviewers.*]

*The Cambridge Book of Poetry for Children.* Edited by KENNETH GRAHAM. In two parts. 1s. net each. Cambridge University Press.

This excellent selection is rightly limited in the main to lyrics of the nineteenth century. The author thinks that blank verse and the drama are best postponed till sixteen or thereabouts. Vol. I. is divided into two sections, one for the 'very smallest ones,' beginning with rhymes, and the other for those a little older. Vol. II. contains longer and more difficult pieces, some by living authors, but mostly by time-honoured favourites. Both volumes are arranged according to subject-matter.

*More Picture Stories without Words for Free Expression in Composition.* By C. FOXLEY. Price 6d. Harrap and Co.

Here Miss Foxley gives us some delightful pictures of a more advanced character for Free Composition in the Mother Tongue, suitable for pupils of about ten or eleven. They might be used with advantage for older pupils learning a foreign language.

*Le Livre Bleu.* Par E. MAGÉE. Price 2s. Blackie and Son.

This is a course on direct-method lines which repeats and supplements the grammatical points of the earlier *Le Livre Rouge*, and which according to the author may be used with beginners of ten or twelve. It has coloured illustrations and is well printed. We note with surprise that *les cinq temps primitifs* occur at the 14th Lesson and that the tenses are studied in the following order: *Présent, Imparfait, Passé*

*Composé, Passé Simple*, etc. The Subjunctive Mood is treated in the 29th Lesson.

*A Concise Anglo-Saxon Dictionary for the Use of Students.* Second Edition Revised and Enlarged. By J. R. CLARK HALL. Pp. 372. Price 15s. net. Cambridge University Press.

The extensive revision which this scholarly and indispensable dictionary has undergone makes it practically a new work. The strictly alphabetical arrangement has been largely abandoned, and words are often placed under head-words. Words beginning with *ge* are found under the letter which follows that prefix. A most useful feature is the reference to those words in the N.E.D. where Anglo-Saxon quotations are found, thus forming a practically complete index to the Anglo-Saxon material in that dictionary. Much new matter has been incorporated, but by ingenious abbreviations the size has not been increased.

*A Concentric Grammar Course.* By D. E. HAES. Price 1s. 6d. Bell and Sons.

This short but ingeniously arranged course contains, according to the author, all the English grammar necessary for matriculation, but we have failed to find mention of the articles even under demonstrative adjectives. The course is based, as grammar should be, on analysis, and would doubtless be very useful for revision work, as everything is stated clearly and succinctly. A chart at the end in the form of 'concentric' circles summarizes at a glance all the points treated. The example on p. 44 about 'shall' and 'will' is generally attributed to an Irishman, and not to a Frenchman.

*Nouvelles Soirées chez les Pascal.* Par F. B. KIRKMAN et LACOURT. Price 1s. 4d. A. and C. Black, Ltd.

This is not a lesson-book in the usual sense, but a story-book intended for second-year pupils who know enough French to appreciate the story with the minimum of explanation. At the end there are only five pages of questions, which may be omitted or used to impress certain words on the mind. Two of the three stories are taken from Russian sources. It is altogether a delightful book, well printed, beautifully illustrated, and tastefully bound.

*Manuel de Lecture expliquée : XIX<sup>e</sup> Siècle.* Par S. A. RICHARDS. Price 2s. 6d. (The Cambridge Modern French Series.)

We have here an interesting and bold venture into a domain which many Frenchmen would say could only be properly exploited by a Frenchman. Mr. Richards has dared, and we think dared with success, to employ the *méthode littéraire* or *explication de textes* which has become so general in France. He has done it more satisfactorily than most Frenchmen would do it from the school point of view, because the latter would generally soar far above the head of the English pupil. It constitutes a good example of the superiority of the English teacher when dealing with a foreign language. Each passage (prose or verse) is introduced by a short account in French of the author, and followed by notes and questions to exercise the pupil's thinking powers, and these, again, by either an analysis or an *examen de fond* and two subjects for Free Composition.

*Notes on English Literature.* By WILLIAM EDWARDS, M.A. Part I.: From Skelton to Shakespeare. Pp. 285. Price 3s. net. Rivingtons.

This is an excellent idea well carried out. The author thinks (and we agree with him) that undue attention to set books has seriously impaired the value of English literature as a school subject. He aims at indicating leading principles, illustrated by quotations, and thus shows how the teacher may give that breadth of treatment which is so necessary for successful work and for understanding an author or a period. Both the cheap editions of standard works that are suitable for school reading and also the textbooks from which further information may be got are carefully noted. We looked forward with much interest to further volumes dealing with the succeeding periods of our literature.

*The Oxford Treasury of French Literature.* Vol. I.: Mediæval, Renaissance, and Seventeenth-Century. By A. G. LATHAM, M.A. Pp. 331. Price 3s. 6d. Oxford: At the Clarendon Press.

The above may be described as a companion to the *Treasury of English Literature* already pub-

lished by the Clarendon Press. There will be three volumes. The second volume will be devoted exclusively to the drama, so that in the volume under review dramatic authors have been omitted. Professor Latham has brought much learning and industry to bear on the production of a much-needed book on the literature of mediæval times in France. It is a period the knowledge of which is very necessary to a comprehension of English literature. The volume is divided into four books, dealing respectively with *Mediæval Literature*, *The Renaissance*, *The Conflict between Liberty and Authority*, and *The Supremacy of Classicism*. Except the first, these have excellent Introductions, giving a clear account of the leading principles which mark the period. There are also short biographies of each author from whom selections are given. We can highly recommend the book both to the student and to the general reader, and we look forward with much interest to the following volumes.

*Poetry and National Character.* The Leslie Stephen Lecture delivered at Cambridge by W. MACNEILE DIXON. Pp. 46. Cambridge University Press. 1915. Price 1s. 6d. net.

Professor Dixon here makes a fascinating and successful attempt to prove the resemblance between the poetry and the character of the British people. In both he discovers the same sturdy nationalism and independence, the same 'talent for life rather than logic,' and the same 'withdrawal from the comity of European nations.' As a result, our literature has the advantages of originality and individuality, but it lacks art, discipline, and deference to authority.

Professor Dixon develops his thesis with much charm and in a way which re-enforces his plea for a style 'marked by its respect for words, its exactness and lucidity, its finish and purity.'

E. J. M.

*English Poets and the National Ideal.* Four Lectures by E. DE SÉLINCOURT. Pp. 119. Oxford University Press. 1915. Price 2s. 6d. net.

Professor de Sélincourt is at pains to insist on the need, in this time of national stress, for the 'ideas and inspiration' that may be found in great poets. His lectures on 'Shakespeare,' 'Milton,' 'Wordsworth,' and on 'English Poetry since 1815,' dwell chiefly on the 'immense spiritual resources of our poetry,' and are, from one point of view, a challenge to lovers of literature to prove the value, not only of their chosen subject, but of their patriotism.

The poet, just because he responds more quickly than other men to the spirit of the age and the emotions which stir it, is moved to deal with the great national problems of his day, sometimes



directly, sometimes indirectly, but always with the desire to transmute them into a source of permanent enlightenment and wisdom. Thus, Shakespeare's patriotism shows itself greatest in its faith in just dealing, and in its steadfast opposition to Machiavellian ideals of government; Milton rises above the turmoil of the Civil War to defend with passionate heroism that 'real, substantial liberty which is rather to be sought from within than without'; Wordsworth proclaims finely that

'by the soul

Only, the Nations shall be great and free,'

and that it is upon spiritual 'resources that are not tangible, though known to exist,' that they must ultimately rely: Byron, Shelley, Swinburne, Morris and many others struggle for the emancipation and the happiness which spell 'liberty' to the whole nation.

'At such a time' as this, concludes Dr. de Sélincourt, we shall, then, 'do well to live in the companionship of poets.' For in the burning words of Shelley: 'There is no want of knowledge respecting what is wisest and best in morals, government, and political economy, or at least what is wiser than what men now practise and endure. . . . We want the creative faculty to imagine that which we know; we want the generous impulse to act that which we imagine; we want the poetry of life. . . . Poetry compels us to feel that which we perceive, and to imagine that which we know.'

The lectures plead a great cause greatly, and we hope their publication will bring them within the reach of many who could not hear them delivered at Birmingham.

In a new edition, sundry misprints call for correction. We note here only on p. 98, l. 8, affects for effects, but there are several others.

E. J. M.

*The Elements of Style.* An Introduction to Literary Criticism. By DAVID WATSON RANNIE. Pp. xiv + 312. Messrs. Dent, Ltd. 1915. Price 4s. 6d. net.

Mr. Rannie has written a long and most painstaking treatise on the theme that 'Style is, to a very large extent, a matter of option . . . that Style may be reasonably regarded and fruitfully treated, not as a mere indivisible and essentially indescribable jet of individuality—a kind of lightning-stroke known only in its effects—but as a series of separable operations through which thought and emotion pass in process of expressional manifestation by intelligence to intelligence.' On the other hand, he is fully conscious

of the fact that 'the whole of expression, the whole of Style, cannot be analyzed or explained.'

Mr. Rannie pursues his subject through an analysis of expression in prose and in poetry; he discusses the question of 'fitness' in both mediums; he examines style as exhibited in words, sentences, paragraphs, and sections; he has chapters on 'Unity,' 'Fashion,' and 'Individuality.' Everywhere he impresses the reader by his care, thoughtfulness, and erudition, and the result of his work is undoubtedly to establish the importance of his theme and of its study.

If we are not equally convinced of his own practical mastery of 'style,' and at times even feel that his writing is, if not clumsy, yet somewhat heavy and monotonous, that is doubtless because unconsciously we set up a high standard for an author who deals with a subject of this nature. Mr. Rannie has perhaps been too completely convinced of the truth of his own dictum that 'The real importance of the study of Style . . . is not practical, but scientific'; that it should be pursued, 'not with the aim of learning to do something, but with the aim of learning to know something.' However this may be, his book should be read by serious students as a valuable introduction to literary criticism.

E. J. M.

*Reineke Fuchs.* Adapted for Beginners by ANTON J. ULRICH. Text, 17 pp.; Pictures, 9 pp.; Notes and Exercises, 10 pp.; Vocabulary, 8 pp.

Printed in very large, clear type, and written in simple language, this book should prove very attractive. The story of the tricks by which Reineke endeavoured to avoid his sovereign's commands, and of his final capture and execution, loses none of its charm by repetition, and should prove a success as a term reader. A feature of the book is the nine pages of illustrations by boys of Dulwich College.

*The Ballade.* By HELEN LOUISE COHEN. Pp. xix + 396. Columbia University Press. 1915. Price \$1.75 net.

Dr. Cohen's monograph has been approved by her University as a 'contribution to knowledge worthy of publication,' and her readers are likely to endorse this opinion. It is a learned and exhaustive study of the Ballade in mediæval and modern literature, containing examples printed and unprinted, as well as criticism and elucidation. The bibliography covers more than twenty pages, and the index is admirably complete. The work is not one which calls for detailed review in such a journal as MODERN LANGUAGE TEACHING, but scholars will appreciate and welcome it.

E. J. M.

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N.B.—*All books received will be noted in this column. Such notice does not preclude a careful review should the Editor consider any book of sufficient importance or interest.*

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*Dictionary.*

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*Grammar, etc.*

HAES, D. E.: *A Concentric Grammar Course*. Pp. 101. Price 1s. 6d. Bell and Sons.

PALMER, H. E.: *Colloquial English*. Part I., 100 pp. Substitution Tables. Phonetic Text and Orthographic Text. Small 4to. Price 2s. net. Heffer and Sons.

FOXLEY, C.: *More Picture Stories without Words for Free Expression in Composition*. Pp. 27. Price 6d. Harrap and Co.

*Texts.*

COLERIDGE, S. T., *Selections from the Poems of*. Edited by A. Hamilton Thompson. Pp. xxxviii+94+70. Price 2s. net. Cambridge University Press.

NAPIER, A. S., Edited by: Iacob and Iosep: *A Middle English Poem of the Thirteenth Century*. Pp. xxxii+18+23. Price 2s. 6d. net. Clarendon Press.

SHAKESPEARE: *Much Ado About Nothing*. Edited by J. H. Lobban. (The Granta Shakespeare.) Pp. xxii+130+25. Price 1s. net. Cambridge University Press.

GRAHAME, KENNETH: *The Cambridge Book of Poetry for Children*. Part I., 117 pp. Part II., 126 pp. Price 1s. net each. Cambridge University Press.

SHAKESPEARE, *Bell's, for Schools*. Edited by S. P. B. Mais. Illustrated by Bryan Shaw. Price 1s. each. King Richard III., Romeo and Juliet, King Henry V.

CARLYLE, *Selections from*. Edited with Introduction and Notes by S. B. Hemingway and Charles Seymour. Pp. xxi+260. Price 2s. 6d. Heath and Co.

ENGLISH LITERATURE IN PROSE AND VERSE. From Cowper to Landor. Compiled by Edith L. Elias. Pp. 191. Price 1s. 6d. Harrap and Co.

A FIRST READER IN SIMPLIFIED SPELLING. Pp. 48. Price 6d. net. 44, Great Russell Street, W.C.

## FRENCH.

*Composition.*

MILNE, J. M.: *Advanced Tests in French Composition and Grammar*. Pp. 92. Price 1s. Harrap and Co.

MOORE AND SLIGHT: *Lower Grade Syntax and Composition*. An Intermediate French Course. Part I. Section II. Pp. 128. Price 1s. net. Blackie.

[A very clear exposition of some of the most difficult and essential points of French syntax and idiom, with good exercises and passages for translation into French.]

*Courses.*

MAGEE, E.: *Le Livre Bleu*. With Illustrations (many in colour). Pp. 136. Price 2s. Blackie.

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LA FONTAINE: *Fables*. Selected and Edited by A. G. Macpherson. Notes and Vocabulary. Pp. 143+56+30. Price 3s. Cambridge University Press.



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[All the above have direct-method exercises and a German-English Vocabulary.]

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## MODERN LANGUAGE ASSOCIATION.

A MEETING of the General Committee was held at University College, London, on Saturday, September 30.

Present: Mr. H. L. Hutton (chair), Miss Althaus, Mr. J. G. Anderson, Miss Ash, Professor Atkins, Mr. Brereton, Miss Burras, Mr. Chouville, Lady Frazer, Messrs. von Glehn and Fuller, Miss Hart, Mr. D. Jones, Dr. Macgowan, Messrs. Mansion, Payen-Payne, Perrett, Richards, Dr. Rouse, Mr. Storr, Miss Strachey, and the Hon. Secretary.

Apologies for absence were received from Miss Allpress, Mr. Cruttwell, Mr. Odgers, Professor Breul, Mr. O'Grady, Mr. Rippmann, and Professor Savory.

The last four also sent their views on some of the matters for discussion.

The minutes of the last meeting were read and confirmed.

The Report of the University Chairs Subcommittee was submitted. A letter from Professor Salmon opposing the proposal that foreign-born professors should be required to naturalize themselves was read.

Mr. Anderson called attention to the following sentence in the conclusions:

The Committee, while recognizing the difficulties under which British candidates have laboured in the past, believes that the recommendations made in this Report,



especially in Paragraphs V. and VII., would make it possible more and more to appoint British-born subjects as the responsible heads of Modern Language departments at British Universities.

He contended that this sentence did not suggest with sufficient distinctness that the avowed aim of the Association should be the creation of a British professoriate.

A lengthy discussion ensued. Finally, Professor Atkins moved and Mr. Fuller seconded the insertion after 'the Committee' of the words 'holds that the ideal would be a professoriate consisting as a rule of British-born subjects and.'

This was carried by 9 votes to 3.

An amendment moved by Mr. Anderson, that the words 'as a rule' be deleted, having been rejected, the amendment was put as a substantive motion and carried *nem. con.*, 15 members voting in favour of it.

The Report, as amended, was then adopted.

The Hon. Secretary then read letters from Mr. A. A. Somerville dealing with the two points of the membership of enemy aliens and the constitution of the Languages Sub-Committee.

Mr. Somerville wrote on the first point expressing his belief that there was a considerable body of opinion in the Association which was opposed to enemy aliens being allowed to retain their membership, and he suggested that enemy aliens living in their own country or interned in this country should cease to be members.

Dr. Macgowan moved and Dr. Rouse seconded that Mr. Somerville's suggestion be adopted, and that other enemy aliens be suspended.

Mr. Kirkman moved and Mr. Richards seconded as an amendment that enemy aliens in enemy countries or interned be suspended from membership.

After a lengthy discussion, the Committee voted, when there appeared—For the amendment, 9; against, 8.

The amendment having become the substantive motion, Dr. Macgowan moved and Mr. von Glehn seconded the addition of the words 'with the exception of Professor Wilhelm Viëtor.' This was carried with one dissentient.

Mr. Kirkman's resolution was then put, and carried by 13 votes to 2.

As regards the constitution of the Languages Sub-Committee, Mr. Somerville urged that, if the majority of the members were teachers of German, it was not fitted to deal impartially with the question of the study of German in schools. Professor Savory also wrote in the same sense, and objecting that Russian, Spanish, and Italian, were poorly represented.

The Chairman pointed out that one member of the Sub-Committee had been placed on it to represent Russian and another to represent Spanish, but that the rest had been chosen without any idea of their representing any particular language. He added that there had been no signs of any division of the Sub-Committee into language-parties, but that they had power and were ready to co-opt further members if it were thought desirable.

Signorina di Castelvecchio was added to the Sub-Committee to represent Italian, and it was decided that it was not necessary to take any further action.

Mr. J. G. Anderson then moved—

That it is desirable that a referendum should be taken at the request of a certain number of members on questions of importance which have been discussed by the Committee.

There was some discussion, but the proposition failed to find a seconder, and therefore lapsed.

The question of preparation of evidence for the Government Committee on Modern Languages was then considered. A Standing Committee was appointed to deal with the matter, and was empowered to present any reports which had been adopted by the Association.

The Sub-Committee was constituted as follows: Miss Ash, Messrs. Atkins, Brereton, Byrne, D. Jones, Kirkman, Macgowan, Mansion, Miss Strachey, with the Chairman and Secretary. Power to co-opt was given.

A letter from Mr. E. Bullough dealing with the teaching of Russian in this country was referred to this Committee.

The Auditors were reappointed.

The following thirteen new members were elected:

Miss Ethel Davies, 14, Stratfield Road, Oxford.

Miss Gwendoline Davies, M.A., Secondary School, Rochdale.

Miss D. A. Fox, La Martinière College, Calcutta.

A. Hargreaves, Ph.D., City of London School, E.C.

Miss M. M. Harrison, Orme Girls' School, Newcastle, Staffs.

S. Hemsley, B.A., B. ès L., City of Norwich School.

W. N. Hills, M.A., Leytonstone County High School.

Miss E. S. M. Kilroe, B.A., Girls' High School, Darlington.

Miss R. Kyle, West Cornwall College, Penzance.

Miss M. G. E. Latreille, B.A., Bedford High School.

Miss H. J. Slater, Balham Commercial Institute Tooting, S.W.

Miss A. M. Platt, B.A., Exeter Modern School.

Miss Jeanne Testenoire, Villa St. Monique, Burgh Heath, Surrey.

Members are now invited to send nominations of candidates for the General Committee of next year to the Hon. Secretary.

Any member can nominate a candidate, and no seconder is required.

It will no doubt be remembered that by a new rule two of the new members of the General Committee must be persons who have not served on that Committee before.

The ten members who retire at the end of the year are Professor Breul, Miss Burras, Messrs. F. W. M. Draper, W. P. Fuller, H. T. Gerrans.

L. von Glehn, H. L. Hutton, Ll. J. Jones. Lieut. A. T. de Moulpied, and Miss Tuke.

Of these, Miss Burras and Lieut. A. T. de Moulpied are eligible for re-election, having served less than half the term; the others are not eligible for re-election till after the lapse of a year.

Nominations must reach the Hon. Secretary by December 1.

The Committee of the North London Branch of the Modern Language Association has arranged that, in accordance with the decision made at the general business meeting of the Branch last year, no further meeting shall be held at present.

(Signed) MARY DODDS.

### EDITORIAL NOTES.

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All contributors are requested to send in matter by the 24th of each month, if publication is urgently required for the issue following.

MODERN LANGUAGE TEACHING appears eight times yearly, viz., on the 15th of February, March, April or May, June, July, October, November, and December. The price of single numbers is 6d. net.; the annual subscription is 4s. 8d. Orders should be sent direct to the Publishers, A. and C. Black, Ltd., 4, Soho Square, London.

Contributions and review copies should be sent to the Editor of MODERN LANGUAGE TEACHING, Cuilrathain, Harpenden, Herts.

The Journal is sent free to all Members of the Association, but those whose subscription for the current year is not paid before July 1 are not entitled to receive it.

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# MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN  
LANGUAGE ASSOCIATION

EDITED BY J. G. ANDERSON

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VOLUME XII. No. 7

November, 1916

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‘HOW KNOWETH THIS MAN LETTERS, HAVING NEVER LEARNED?’

I FEEL, indeed, that I stand as a Saul among the prophets when, without an accurate knowledge of any European language—perhaps not excluding even my own—I occupy the pulpit for a brief moment and preach foreign languages, with the gift of tongues as my text. Yet I have enjoyed such agreeable experiences in myself distilling honey from outlandish flowers that I would fain attempt a self-justification. A man may stroll, as his remote ancestors did, through interminable forests and plantations, practically acquainting himself with the interesting habits of flowers, ferns, trees, and grasses, without troubling himself with orderly arrangement or knowing what the word ‘botany’ means—and how many of us *do* know what even the word itself means? Or he may be a mighty hunter, well able neatly to skin and effectively to pickle anything from a rhinoceros to a love-bird, without even having imagined or heard what a ‘vertebra’ is. In the same way, if his prey is man, he may lief browse among the pleasant pastures of mixed conversation, without troubling himself about artificial creations such as the subjunctive or any other mood. Languages existed, with all their intricacies, long before anyone took it into his head to pigeon-hole them into cases, tenses, and

the other horrors we all glibly speak about, but few of us can define or really understand; many refined and complicated languages still exist the speakers of which have quite delicate notions of taste and expression, though the very idea of committing words to writing has never entered their minds. Certainly, when you know a language pretty well and have begun to take a living interest in it, it is a nice distraction to turn to the labours of grammarians and ‘harmless drudges,’ and to clarify the understanding by comparing the secular experiences of specialists; but for most persons life is too short that it should be wasted in classifying declensions and genders—merely painting the lily. It is like the old story of the art critic in *Punch*: ‘Why, hang it, man! the perspective is wrong, the light is wrong, the colouring is wrong; what on earth do you see in the picture to recommend itself withal?’ Reply: ‘The pick-chaw, of course!’ This view of modern languages is doubtless rank heresy, but such as it is it has given me great satisfaction during a busy life now quietly setting over the western hills.

Our old schoolmaster, Dr. Dawson W. Turner (a well-known toy-distributing eccentric in London after his retirement a generation ago), was a great stickler for ‘derivations,’ and no doubt I imbibed

in a great measure from him a taste for watchfulness in matters of natural grammar and exceptional, not to say erroneous locutions and pronunciations—of which he himself had not a few, such as *air* for *are*, *toe* for *to*, ‘you deserve a good caning’s what you want,’ and so on. He had a smattering of many languages, and used to spend his long vacations in ‘roughing it’ about the continent of Europe, here, there, and everywhere; meanwhile we had, besides, in the school quite competent native teachers of French, German, and Italian, all of which languages ‘old Turner’ used to murder in his own inimitable way, even teaching the elements of the two first to the ‘little boys.’ In 1867, I had my first experiences of Germany and France, and my attention was at once there arrested by ‘variants’ in speech and grammar, which led to the reading of story-books in both languages at home. I cannot at this distance of time remember exactly what put in into my head to learn Dutch the following year, but probably it was because, with only a ten-pound note granted to me for a few weeks’ holiday, and with the advantage of a good flat surface to walk on, the Netherlands presented prospects of a favourable and cheap tramping-ground. Perhaps, also, the fact that Burns’ poems contain many words of Dutch origin (*e.g.*, the *but* and the *ben*—*i.e.*, *buiten* and *binnen*) had something to do with it. The facility attained of corresponding with passable freedom in Dutch had a singular result last year, when the police, at the instance of an energetic censor, summoned me to ‘explain.’ My letters were all the more mysterious because in them I had taken opportunity to ask for the precise pronunciation of one or two Dutch words, and I had, moreover, invented a cypher inscrutable to ‘Boche’ authority, and of course to our own censor, having reference to a subject none too philological. I never found Dutch (or

Flemish, with which it is practically identical) of much speaking use; not even in Java and Sumatra; for nearly all in authority there, except the natives, who use a Malay dialect, speak either German, English, or French; whilst in the Walloon districts of Belgium and France Flemish is useless. In the Dutch West Indies English was understood at the places I visited. But I have read a considerable number of historical, geographical, poetical, and romantic works in Dutch, and have always found it a much clearer language than German; possibly this is partly owing to the invariable use of the Roman letters in print and the ordinary English script in letters, instead of the ‘skimpy’ and irritating German written hand. It is a mystery why the Germans in print persist in adhering to their old-fashioned Gothic, which fatigues the eye, besides being unfamiliar, and difficult, if not impossible, to skim rapidly over. It will be noticed that even the Germans commonly print their money market and shipping intelligence in Roman character; possibly Jewish influence has something to do with this, as the German-Jews are much too canny and unsentimental to allow *Deutschland über Alles* fads to interfere with practical business interests. Conceivably, too, the cosmopolitan nationality of the Jews, and their social disabilities in Germany, may disincline them as *ungeborene* to waste time for purely patriotic and sentimental reasons; even the Scandinavians whilst using Gothic print, seem usually to write in Roman character, after our own clear style.

That brings me to the subject of Danish-Norwegian (alike, so far as I can see) and Swedish, the latter much less facile to the unpractised English ear than the former, for the consonants have been ‘softened,’ much in the same way as Castilian in relation to Cuban and Mexican. So far as reading the newspaper tele-



grams, the shop-signs, and the miscellaneous notices of daily needs goes, I have never even taken the trouble to use a dictionary or vocabulary, and a few days with the aid of a simple conversation book suffice to ‘pick up’ sufficient Danish-Norwegian speech for travelling purposes: but Swedish (like Portuguese, *vis-à-vis* of Italian and Spanish) does not catch the ear. I have not read any Swedish books. Some of Ibsen’s best works I have read in German translation, and even the unsprightly German language seems to brighten up when subjected to short sentence treatment, as, for instance, in the *Volksfeind* play. Never having even tried to master anything more profound than a newspaper leader (subject *familiar*), I would not presume to say that I could tackle any Scandinavian book, even the easiest, without practice; but, from a Chinese dialect point of view, German, Dutch, and Scandinavian, together with their numerous sub-dialects, are all of them mere varieties of one and the same ‘master’ tongue.

Those who do me the honour to read these observations (notwithstanding my frank confession of ignorance) will please recollect that I make them, not in order to display linguistic adaptability, but because I have been specially asked to state my views—I do not know nor ask why—and have therefore pleasure in demonstrating to the rising generation what immense gratification can be obtained by taking the minimum of trouble necessary to understand one’s environment whilst travelling in foreign countries—for instance, to read the shop-signs and names of streets; to understand price-lists, rates of exchange, municipal notices, dental, bathing, restaurant, wine-shop, tea-shop, railway-station, tramway, and other innumerable advertisements; in short, from early dawn till late at night to prowl about the world and take an active and natural part in all its varied

movements as one finds them. With these interpolated remarks, by way of pause for refreshment, I now proceed to German, and will begin by paying it all the compliments I can. It has always struck me that German is the ideal language for sentimental poetry; nothing could be prettier than the love-songs, the laments of homesick and lovesick maids and swains. The reason why its simple poetry can be so pretty is that the *cæsura* can be strongly marked and the cadences ‘brought out’; so contrary to the tameness of French, which has no real stress. But for majestic verse it appears to me too involved and too harsh. It is many years since I read *Faust*, and I did not see the beauties of it; I could not understand how anyone could favourably compare Goethe with Shakespeare. I have often dipped into Schiller, and have read *Der Verbrecher aus verlorener Ehre* several times, but I did not really enjoy anything of Schiller’s. I tried Kant’s philosophy once, and it appeared to me to be vapid, involved, pretentious stuff—no doubt beyond my mental capacity. I have read various so-called novels and numerous romantic stories, but they always bored me. On one occasion I made a desperate effort to get something really amusing, and was recommended *Kraft Meyer*, one of the most inartistic and tactless books I ever read: if I say it was coarse, I do not mean indecent, but the exact opposite of what we call ‘gentlemanly.’ The scenes are centred round Liszt, and it so happened that shortly afterwards I went over the Abbé’s house at Weimar and discussed his private life with his old housekeeper; and, by the way, I went over Goethe’s house too, and inspected all his private arrangements, down to his very scant washing apparatus. A little before that I got a Munich friend to send me *Caligula* (said to be a skit on William the Second); rather amusing, but of course prohibited in Prussia.

Another prohibited book I got from my Munich friend was, as I remember it, *In einer kleine Garnison* (possibly my German terminations here are not impeccable); this was really witty and amusing, but the author, an army man, was promptly cashiered for his presumption. All historical, geographical, and other serious works in German I find lacking in crispness and clearness; heavy, dull, and irritating; in short, I dislike the harsh and cacophonous language, and have said so in print over and over again during the past thirty years. Where the Germans really excel, however, is in dictionary-making and map-making. I make large use of my German dictionaries, even to ascertain the doubtful pronunciation and exceptional meanings of some unsatisfactory English words, and I never look at any English maps if I can get a German one instead. It seems to be engrained in the German character to 'grub away' patiently. But, as Cervantes says of Germany, '*sus habitantes no miran en muchas delicadezas*,' and it is these dragooning tendencies that make Germans bad listeners in conversation; they are so insistent and persistent with their detail that it often seems they cannot weigh counter-arguments delivered on the spot, possess no power of prompt repartee, and always attempt to rush you over to their view. It goes without saying that the literature of so virile and intellectual a people as the Germans, as Carlyle and Lord Haldane have at different dates shown, is an inexhaustible well from which to draw; but I take it all their best matter appears in English or French translation, whilst as to speaking, beyond Austria and Denmark German has little vogue abroad; even then it is rarely indispensable. Russian will probably pay the student and the trader better for after-war purposes.

I studied Russian first with some Siberian and Kazan tea-merchants at

Tientsin and Hankow, subsequently finding it indispensable during my first visit over the length and breadth of Russia; everywhere the educated classes (a very small percentage of the population) can make some sort of an attempt with either English, French, or German. The higher you go, the more English; the lower the class, the more German; and of course the Jews usually speak more or less pure German in addition to that debased and mixed German called Yiddish. But among the common people (to my mind by far the most interesting Russians) you are helpless without at least a working smatter of the native tongue. The lowest Russians are as sharp in guessing your meaning, however badly expressed, as the Finns, the Scandinavian nations, and all the other non-Russian Slav nations, are stupid. I found I could by the light of Russian easily 'get along somehow' with Czech, Bosnian, Servian, Croatian, and Polish notices, advertisements, etc., and even 'muddle through' with indispensable conversation; but those peoples in most cases seem hardly yet to have conceived a clear idea that they are in a sense all of one *souche*. It is like the surprised enlightenment of the Manchus, who, previous to conquering China, 260 years ago, gradually annexed and consolidated the Manchu varieties, and said, 'Why, look you, we all speak much alike; we must be not a tribe but a *people*!' As to Russian literature, I have read some of Lermontoff's poems and Pushkin's stories, also a good many of Tchekoff's and Tolstoy's short tales; I can blunder my way through a newspaper—even a leading article if the subject be *definite*—and I feel quite at home anywhere in Russia; but I should be sorry to say, 'I know Russian.' An interesting illustration comes from a London newspaper article recounting quite recently the late Servian Minister's (M. Myakovitch) experiences in spiritualism; he asserts that a spiritua-



list he tested, who did not know a single word of Servian, reproduced the Servian words uttered by the spook of King Alexander as follows: *Molim Vas pishite moyoi materi Nathaliyi da mi oprosti*. All this, if not pure Russian, is at all events perfectly comprehensible to me; I take it word for word to be 'We beg write-you to-my mother Nathalie give me pardon': the translation given in the above-mentioned article is: 'I beg you write to my mother Nathalie to forgive me.' *Molit* is the infinitive mood of the Russian for 'to pray,' and *oprosti* (apparently an impossible Russian series of inflections) corresponds with *proshchat*, 'to pardon,' *proshchenie*, 'a pardon.' I never thought I looked like a Russian, but one day in 1900 we were entering the Paris post-office for our letters when an official, then engaged in squabbling, said, turning to us: 'Monsieur et Madame sont Russes, n'est-ce pas: ce bonhomme veut dire quelque chose.' It turned out that he was a Servian who was applying for a bottle of cognac sent to him as a parcel and on which duty was claimed. Whether he spoke to me in broken Russian in reply to my questions or in Servian I cannot say, but I understood vaguely and he understood vaguely. My colleague Professor Pares has been for years energetically backing up Russian, and I should be disposed to follow his lead and recommend young people who have not the gift of tongues and are obliged to content themselves with one foreign language to take up Russian in preference to German: it commands treble the population, ten times the area, an equally good literature (everything worth translating is translated from every language into Russian), and the charm of association with a people naturally gifted with fraternal and devout feeling in spite of neglect and ignorance, so different from the greedy bestial Prussian spirit that has within the past fifty

years driven religious humanity out of the average German sympathy. Here is a case for Mr. Norman Pearson to consider, where the spiritual cosmos and the physical cosmos do not 'evolute' straight.

Thirty-five years ago I had a long conversation at Canton with the distinguished explorer the Finn Nordenskjöld, just arrived from the Northern blue, who told me plainly that Finnish and Hungarian were positively of the same *souche*. At different times subsequently in Finland and Hungary I convinced myself, after persistent inquiry, this was indeed so, but apparently only 10 or 15 per cent. of words are plainly the same or nearly the same, 35 or 40 per cent. only exhibiting affinities after research, and 50 per cent. being totally 'out of it'; the reason manifestly being that Russian, Lettish, Swedish, etc., have been mixed with Finnish, whilst Bulgarian (*i.e.*, not Slav, but old Bulgarian or Tartar), Turkish, German, Russian, Greek, etc., have slightly diluted Hungarian. When the war broke out, I was examining Lettish and Esthonian at Riga, where newspapers in both languages are sold; all important telegrams are the same in effect all the world over, and by comparing these messages in two languages word for word with corresponding telegrams in Russian or German newspapers, it is quite easy to 'get on the track.' Esthonian is a variety of Finnish, and comprehensible (with difficulty sometimes) to a Finn; the two streams of immigrants from 'somewhere in Asia' simply took different sides of Lake Ladoga when they poured in from the eastern plains. I have still in my possession the Esthonian newspaper I had addressed to a learned Hungarian friend asking his opinion, and I am now only waiting till the war-clouds roll by to clinch the matter. Rumanian, manifestly a 'sort' of Sicilian-Italian, is almost readable without instruction, at least so far as short, pithy, and mani-

fest sentences are concerned. I had not been in Bucharest many minutes when a newsboy offered me a book of *trenilor* for a penny, giving each *trenul*; plainly *ul* was the masculine singular and *ilor* the masculine plural for the Italian, Spanish, and English *tren* (trains). I had not been in Athens many minutes before I discovered that what we called *hugh-ái oss* and *bázzy-lyooss* at school were now pronounced *hée-oss* and *vaziléuss*; and so on with the whole Greek language. Turkish and Armenian, both to speak and to look at, Hungarian to speak, Walloon to speak, Albanian and Basque to speak, floored me absolutely, but with these exceptions—and of course Welsh, Gaelic, Breton and Erse—I have always managed by hook or by crook to 'get along' anywhere in Europe without couriers or interpreters, and, moreover, to enjoy and understand my environment.

This incidental mention I have made of Greek and Turkish veers me round in digression to two personal recollections. It was Greek that first roused my 'intelligent' curiosity in language. At the age of fifteen I and 'little Boul't' went in as comrade students for the Cambridge Local Examinations; the second master, Mr. Glynn, said we were too young for Homer, and could only hope to get a second-class with Xenophon. Here I thought I saw an opportunity for flooring my rival Boul't, and at the same time agreeably startling my father; so I bought one of Dr. Giles's cribs, and, with the aid of a dictionary and laborious home work, passed an examination in Greek I should be sorry to tackle now, blossoming out, to 'Glynn's' surprise, as a successful first-class. As to Turkish, I had long been interested in the Tartar wars, especially when in Corea and Hainan, where there was plenty of idle time for mischievous hands 'to do'; and I gradually discovered in the Chinese histories of 2,000 and 1,000

years ago that the Huns, Indo-Scythians, and Turks had, and used, the same words in a few instances—for instance, *tengri*, *jabku*, *khan*, *jenuye*, *tegin*, *khalifa*, and perhaps a dozen more. Meanwhile the Russians discovered bilingual and trilingual inscriptions on stones, the key to which was discovered by Professor Thomsen of Copenhagen, who, however, was no profound scholar in Turkish. Dr. Raadloff, the well-known authority on various Turkish dialects, then took the matter up, and both of them, twenty years or more ago, placed themselves in correspondence with me—I had just published a book called *A Thousand Years of the Tartars*. My sinological colleagues, Hirth and Chavannes, took the matter up with vigour and acumen, in turn, and the total result has been that Dr. Raadloff has reconstructed practically the whole Turkish language, as spoken and as written in a modified Aramæan script; has published illustrated copies of inscriptions, statues, and so on; vocabularies and historical sketches, etc., all based on Thomsen's *Scharfsinn*, and confirmed by the laborious work of Raadloff and translations furnished by Hirth and Chavannes. The studies of Professor Bury, to which I drew attention in 1891, threw considerable further light upon the subject, and I believe that in his new edition of Gibbon's *Decline and Fall* he has a note (which, however, I have never yet seen) embodying some of my remarks upon the true origin of the word *Turk*, or, as the Chinese have it, *Turkō*, which, after the manner of MM. Boussard and Campollion's treatment of the Rosetta Stone trilingual inscriptions of 195 B.C., has thus formed the basis of an epoch-making discovery, except that in the later case familiar hieroglyphics led to the discovery of an unfamiliar alphabet with its key word, instead of *vice versa*. It is impossible to ignore here the late Mr. T. W. Kingsmill's earlier discovery that



the Chinese *An-sik* of 150 B.C. meant *Arsac*—i.e., the empire of the Arsacidae or Parthians. The Chinese (who only at a comparatively late period discovered that their written syllables had sounds, as distinguished from ideas), have never had a final *r* or *l*, and there is abundant proof that final *n* and *t* have done duty for foreign words ending with these letters. After Sanskrit and Pali priests had endeavoured (A.D. 200) to classify Chinese sounds, the Chinese regarded *n* and *t* as different ‘phases’ of one and the same letter, *t* being only the ‘entering tone’ of *n*, just as *k* is of *ng*, or *p* of *m*. Thus *Ar-sic* (an impure vowel) and *Tur-kör* are in Chinese *An-sik* and *Tut-köt* (in modern times *An-si* and *Tu-küe*). A singular confirmation comes from Corean, where all Chinese final *t* become final *l* (i.e., *r*, for the Coreans mix the two). The same Chinese sound occurs in the monument to the *tegin* or prince *K’üe* (*Köl* in Turkish).

In the course of my earlier studies in ancient Chinese history, I had been struck with the necessity of determining what values the Indian priests had, between the second and seventh centuries of our era, given to Chinese syllables; and, accordingly, when in Calcutta in 1883, I consulted the distinguished poet Sourindro Mohun, Rajah of Tagore, and provided myself with a good Sanskrit grammar and dictionary. As I endeavoured in detail to show in a subsequent article published in the *Chinese Recorder*, there can be no doubt that the system of initials and finals which form the theoretical basis of the Manchu Emperor K’anghi’s celebrated dictionary of 200 years ago is based entirely upon Sanskrit notions, so far as it is possible to transfer them to monosyllabical and uninflectional Chinese—including, for instance, the notion that *m* and *p*, *n* and *t*, *ng* and *k*, are simple and ‘entering’ forms of one and the same final. Just as Pekingese, corrupted by Tartar influences, has lost

its final *p*, *t*, and *k*, so the French, corrupting their Latin through Frankish and other influences, have lost their ‘entering’ [tones]—the Chinese imagination connecting the ‘jerk’ final with tone rather than with what we call a ‘letter.’

The most superficial study of Sanskrit, moreover, made it perfectly clear to me that Russian was a purely ‘Aryan’ tongue, the number of Tartar and other foreign words in it being no greater than the number of, say, Hindoo and African words in English. It is not for me to enter the realm of specialists and suggest that so punctiliously complicated a grammar as the Sanskrit might, after all, have once belonged to a colloquial speech; but the Russian grammar is certainly point for point, quite as complicated, and yet not only do all Russians high and low unerringly speak it, but even the dialectical differences (so far as I have been able to notice) are very slight—compared with say, the innumerable German jargons ranging between Platt-Deutsch and vulgar Viennese. To this day most of the Russian numerals may be described as ‘quite’ Sanskrit—for instance, *dva*, *tri*, *chatur*, *pañchan*, *shash*, *saptan* (I give what Max Müller calls the ‘bases’), may compare with the Russian *dva*, *tri*, *cheture*, *pyat*, *shest*, *sem*, for 2, 3, 4, 5, 6, 7; and *daśan* (10) may compare with *desyat*. But both languages have innumerable qualifications to their basic forms. The Russian language is ‘built up’ very much as German, except that instead of such Teutonic ‘aids to prolongation’ as *aus*, *bei*, *zu*, and so on, we have pure Aryan ‘aids,’ such as *pri*, *pre*, *do*, etc., and the roots around which these ‘adjectives’ (so to speak) give the necessary ‘turn’ to the sesquipedalian verb are manifestly Aryan; female verbs are, however, *tout ce qu’il y a de plus Russe*.

Indian priests began to arrive in China and translate the *sutras* a little before the first serious Chinese dictionary was pub-

lished (about A.D. 200, though nearly all foreign writers, apparently copying the venerated Alexander Wylie's initial error, misstate it as A.D. 100). Previous to this date the Chinese had conceived but slender notions of 'sounds' as distinct from 'names,' nor had they even clearly

perceived that they used a system of 'tones'; it is highly probable that they owe even this seventeen-hundred-year-old attempt at etymology to Hindoo assistance, or at least imbibed Hindoo ideas.

E. H. PARKER.

(*To be continued.*)

### CHEHOV'S STORIES AND DRAMAS.

ANTON PAVLOVICH CHEHOV, novelist and playwright, represented one of the strongest currents in the great tide of Russian literature at the close of the last century. In the younger generation he was the most popular and beloved of all Russian writers, and an unpronounced decision of the Russian readers' tribunal has placed him next to the best representatives of Russian classical literature. After Turgenev, Dostoyevsky and Tolstoy, Chehov is to-day the most largely read Russian writer both at home and abroad. In fact, as a master of Russian words he has, by the beauty and delicacy of his drawing, surpassed even Turgenev, that wonderful artist of word-painting among the earlier Russian masters.

Chehov began his literary career by contributing short and comic stories to some humorous papers. Recalling his early literary essays in a letter to a friend, Chehov stated that "he wrote novels and stories, vaudevilles and leaders and all sorts of rubbish, including mosquitoes and flies for the 'Strekoza' (Dragon-fly)." His friendship with the pen originated rather from the necessity of supporting his family than as a dictation of the force of poetic inspiration, and the surroundings in which he had to write were of a kind which would more likely extinguish any spark of imagination. We find him writing "in a small flat amidst much talking and noise, with very often but the very edge of the table at his disposal. Round this table the

whole of his father's family, as well as several student friends, would also be seated." The young writer himself attributed no importance to his work. "Just as reporters take down notes on fires," said Chehov once, "so did I write my stories: mechanically, half-heartedly, taking no account of the reader or myself, and I can remember none of my stories taking more than four-and-twenty hours." Korolenko, a distinguished Russian novelist of to-day, gives an extract of his conversation with Chehov on the same subject. "Do you know how I write my stories?" asked Chehov. "Here," he said, looking around the table. Then he picked up the first thing which met his eye. It happened to be an ash-tray. Placing it in front of me, he said: "You have only to wish, and to-morrow you will have a story called 'An Ash-tray.'" His eyes, remarks Korolenko; began to sparkle with joy. It seemed as though the ash-tray were at once swarming with some undefined images, situations and adventures which had not yet found their forms, but were conceived in his mind in humorous outline. Simplicity of the subjects Chehov chose for his stories is one of his most attractive characteristics. Any scene or event would, to him, present a happy theme, which he could always render instructive and interesting.

A collection of Chehov's early stories was published, under the title of "Tales of Melpomena," in 1884, when the author had just graduated the University of



Moscow as a surgeon. The book attracted very few people, and he himself confessed that it was a "hotchpot, a miscellany of insignificant things done by a student, and curtailed and chopped up by censors and editors of humorous journals." The only piece which Chehov chose later from this volume to include in his complete works was a story called "The Tragedian." After two years a fresh volume of his stories appeared which excited the attention and admiration of the public. These were, "Miscellaneous Stories."

The literary form adopted by Chehov for his stories was a short novella describing different scenes and incidents of everyday life in its incongruous and ludicrous aspects. The stories sparkle with wit and humour and are full of merriment and laughter. Their style is remarkable for its simplicity, compactness and force of graphic painting. The short form of Chehov's writings accorded with his literary methods. In his word-painting Chehov draws only outlines, and seldom gives a complete picture with all the fulness, variety and details of its life colouring. His remarkable powers of observation and his profound insight into the ways of humanity made him an unrivalled master of portraying types or characters with a few striking lines which at once throw light on the whole creation. Most of his stories occupy but a few pages; they are rather sketches penned with superb ease and mastery. One of his largest works, "The Steppe," presents merely a series of short sketches united by a common title, like several pictures placed in a single frame. Yet, within but a short sketch, Chehov often delicately outlines an entire life drama inspiring the reader with a clear sense of its origin and development.

It appears that the form of Chehov's literary representation is the outcome of our outlook of the world. We generally

conceive life as an agglomeration of incidental moments which make an impression somewhat kaleidoscopic. Chehov creates as life itself does. Again, in our own existence, happiness is mingled with misery, joy with tears, laughter with sorrow. And the volleys of boisterous laughter which resound throughout Chehov's humorous tales cannot suppress an undertone of sadness which pervades them. Together with the humorous side of his genius, Chehov also exhibited his melancholy side, and his ideas and methods brought home to every Russian reader the world of creation of another great Russian humorist, Nicholas Gogol, who drew his characters "through the apparent laughter mingled with tears invisible to the world at large." Both Gogol and Chehov proved to be true offsprings of the Russian national character marked by melancholy, penitence, self-reflection and self-analysis. Sadness is a dominant feature of the Russian traditional poetry. "Down from a coachman up to the first poet, we all sing in mournful accords," rightly said Pushkin. The songs of Great Russia, to quote Herzen, are "sounding tears." Sadness, scepticism, irony, he remarked, further "are the three cords of Russian poetry. Our laugh is but an unwholesome grin." The Russian soul is melancholy; the Russian heart pulsates in sorrow. The national melancholy is reflected in the face of Russian nature. The dominant aspect of the vast continent known as Russia inspires a feeling of immense spaces, undefined horizons, monotony and dullness. The landscape is void of all variety of form and colour, and, being plain, naked and poor, it saddens the heart. The national soul resembles the gloom of the scenery, and the works of Russian literary genius are impregnated with sadness.

Nor could the political and social life of the country enliven the Russian poetic

muse. The whole of the early history of Russia is one long and incessant struggle for her national existence threatened by Asiatic invaders. The first-laid stratum of Russian civilization was trampled on and destroyed by the Tartar conquerors. "The Mongol invasion," to use Anatole Leroy Beaulieu's picturesque description, "was not merely to put back the hand of Russia's timepiece three hundred years: it was to turn her from the European road on which she was travelling, bend her to alien manners, and, in a measure, twist her out of shape." At the time when the intellectual advance of the Western countries was marked successively by the artistic Renaissance, the religious Reformation, and the political Revolution, Russia lagged far behind in her pious ignorance. Social life was very oppressed; the peasantry—the backbone of the country—were in the chains of servitude until the sixties of the last century. True representative government is still a dream of to-morrow. Under these circumstances social service to the country became the vocation and tradition of Russian literature. Its teaching tendencies have not, however, impaired its artistic value. In this respect it is equal to any other European literature, while in its conceptions and ideas it remains as a whole quite peculiar. The Russian creative genius found in the bosom of national literature a refuge for unfolding its aspirations, and works of the Russian art present a convex mirror of conscience, thought and psychology of the Russian people. The moving spirit of this artistic workshop is idea of pity and love of humanity. Workers in the field of Russian letters breathe one air with the suffering and the oppressed. They are animated by an intense aspiration for a better and happier life, and they write to break the tragic spell of ignorance, dullness, monotony and paltriness which holds in its grip the bulk of

their fellow-men. Their enemy is the world of "conglomerated mediocrity"—to employ John Stuart Mill's term—moved by the herd instinct and stale in its brutal habits of life. There is something fatal in this animal life. It poisons the mind and heart of him who dares to get an insight into its ways. The tragedy of a dull and empty life crushed the souls of many Russian writers, and this was also one source of Chehov's pessimism. With his idealistic conception of man, who "should consider himself as being superior to everything in nature," Chehov was depressed to see that "the bulk of the people live worse than animals, only for the sake of a crust of bread." "All the tragedy of their position," he says, "is that they have no time to remember their likeness and image. Hunger cold, animal fear, and a mass of labour obstructing like a heap of snow every road to the spiritual activity, precisely to that which solely distinguishes man from animal, and which is the only thing worth our living."

In his stories, Chehov shows how senseless, false and brutal the relations of men very often are, and he seemed to possess a special gift of detecting and bringing to light all the baseness and horror of human life. Animated by lofty ideas and strong desire to see people gentle, sincere and harmonious, he was a strict and severe judge of human nature. "Man," he preached, "needs the whole globe, the entire nature, where he could develop all the parts and qualities of his free soul." Chehov denounced life in itself and by itself as being dull, selfish, stupid and void of any ideal. This makes Chehov a writer of universal importance, for psychology of "conglomerated mediocrity" has the same face everywhere, in Russia as well as in other countries. This psychology is moulded by the blind mechanical force of life, by the power of the unconscious, by the despotism of the



material. Small and mean interests, penny accounts, brutish instincts of a depredator, efface all traces of idealism, originality and humanity amongst the people. The soulless triumph of base impulses laughs at the noble inspirations, hardens the heart, and destroys the spiritual beauty of life.

Religion, science, art, social and family relations, every nook and corner of life, are stripped of their beautifying vestments by Chehov, and are presented as the common day generally makes them. The senseless and false world of shallow, common life rises in Chehov's works in all its horrible nakedness. He was sensitively averse to all falsehood, hypocrisy and baseness of modern life. "Your insincerity," says one of his heroes to the woman he admires "is only natural and quite in order of things. If all people would suddenly agree to become sincere, everything would go topsy-turvy with them." "I am chiefly afraid of the common life," speaks Chehov, through the hero of the story "Fear," "because none of us can escape it. I am unable to decide what is falsehood and what is truth in my acts, and this annoys me. I understand that conditions of life and education have closed me in a narrow circle of falsehood, that the entire life is nothing else but the daily task of deceiving yourself and the people, without you yourself noticing it, and I am horrified at the thought that I will not get out of this falsehood until I die." The tragedy of common life is the world of Chehov's creation. Some of his characters are slavishly obedient to the blind force of the common life. They do not protest, but pliantly submit themselves to the vicissitudes of its course. Others try to struggle, or at least tried to struggle in the past, against their humiliation, but there are none who would overcome the fatal power.

I will select the most characteristic

picture in Chehov's gallery to illustrate his conceptions and methods.

Chehov's creative genius rises to its highest point in the story called "The Man in the Case." Here we find practically all the colour elements of his drawing: the delightful compactness of form, the keen observation, the graphic painting, the pessimistic idealism inspired by shallowness of life and longing to see it sublime, beautiful and artistic, and the general idea of the power of common life. The story is told in the third person. A grammar-school teacher, Mr. Bourkin, describes his late colleague, Mr. Bielikov, a teacher of Greek. "He was remarkable for one thing," says Bourkin: "no matter how fine the weather, he always went out in goloshes, carrying an umbrella and wearing a warm, wadded overcoat. And his umbrella he always kept in a case, and his watch was in a case of grey chamois; and when he took out his penknife to sharpen a pencil, that, too, was in a little case. Even his face seemed to be in a case, for he always kept it concealed behind the turned-up collar of his coat. He wore dark spectacles and a warm waistcoat, and he kept cotton-wool in his ears and had the hood raised whenever he got into a cab. In a word, one saw in this man a perpetual and irresistible longing to wrap some covering around himself—one might call it a case—which would isolate him from external impressions. Reality chafed and alarmed him and kept him in a perpetual apprehension, and it was, perhaps, to justify his timidity and his aversion to the present that he always exalted the past and things which had never existed. The ancient language which he taught was at the bottom of the goloshes and umbrella behind which he hid himself from the realities of existence." "Oh, how musical, how beautiful, is the Greek tongue!" he would cry with a beaming look, and, as if in proof

of what he had said, he would half shut his eyes, hold up one finger, and pronounce the word "anthropos."

And his opinions too, Bielikov tried to confine in a case. Only bulletins and newspaper articles in which something was prohibited were clear to him. If he saw a bulletin forbidding the scholars to go out in the street after nine o'clock, or if he read an article enjoining him from carnal love, that was fixed and clear to him—and basta! For to him there was always an element of doubt, something unspoken and confused, concealed in licence and liberty of action. When permission was given to start a dramatic or reading club in the town, he would shake his head, and say softly: "That is all very well and very fine, but I shouldn't wonder if something unpleasant would come of it." Every transgression and deviation from the right plunged him into dejection, although one wondered what business it was of his. . . . All of us teachers were afraid of him. Even the director feared him. He held the whole school in the palm of his hand for fifteen years. The whole school, did I say? Nay, the whole town! The ladies did not dare to get up little plays on Saturday evenings for fear he should hear of it, and the clergy were ashamed to eat meat and play cards in his presence. Under the influence of men like Bielikov, the people of our town have begun to fear everything. They are afraid of sending letters, of making acquaintances, of speaking aloud, of reading books, of helping or teaching the poor." One of the teachers, a Little Russian by nationality, when leaving the school, addressed his colleagues in the following manner: "I can't imagine how you can stomach that sneak with his horrid face. How can you live here? Your whole atmosphere here is stifling and nauseating. Are you instructors and teachers? No, you are sycophants, and this is not a

temple of learning; it's a detective office, stinking as putrid as a police-court."

Just pause for a while and reflect over this picture. Its background is Russian. The lines and colours of the hero's portrait are Russian too. His outlook is decidedly a product of Russian social life. But the general conception of the power of the Case may be traced in every modern society of men. Indeed, the whole life of a modern man is in a case. He keeps his thoughts in a case, his feelings are also encased, he has cases for social and personal relations. "We spend all our life among rogues and backbiters and stupid, idle women, talking and listening to nothing but folly. Is not that a case?" exclaimed the veterinary surgeon to whom the teacher had related the story of his miserable colleague. "One hears and sees all this lying," he goes on; "no one calls one a fool for standing it all, for enduring insults and humiliations without daring to declare oneself openly on the side of free and honest people. One has to lie to oneself and smile, all for a crust of bread, a corner to rest in, and a little rank, which is not worth a penny—no, man can't go on living like that," concludes the surgeon, and his roused thought works restlessly through the night while his spokesman has probably solved the problem by having a sound sleep.

The intellectual and moral bourgeois, a pharysian and a slave of stale traditions, who thinks and acts according to the fixed moral catalogue, stands out in Chehov's gallery at his full stature. His essential features are the same in all lands. Hence Chehov is congenial to every reader who delights in studying human psychology and who has a heart with which to feel.

It must be said, however, that Chehov's works bear a strong imprint of the Russian social conditions as they were during the last two decades of the last century.



"We all," wrote Chehov to a brother penman, "will not be called by our names, such as Chehov, Tihonov, Korolenko, but collectively, 'the eighties,' or 'the close of the nineteenth century,' a kind of guild." Chehov begins where Turgenev stopped. He mostly depicted the Russian generation who lived in the gloom of political reaction which set in after the social spring of the sixties. Chehov saw that the representatives of the intellectual culture in Russia were broken down by the reaction, and driven into despair. Their hopes were crushed, and their life became colourless and tedious. A sort of illness of the mind and heart got hold of them. The spiritual continent which Chehov discovered and described was void of creative ideas and strong aspirations. It was a spiritual desert of decaying life. This moral crisis of the Russian intellectuals is explained by one of Chehov's characters in the following extract of a biographical nature: "I was then not more than twenty-six years of age; nevertheless I was conscious not only that life was senseless, but that it was without any visible goal—that all was illusion and a dupe; that, in its consequences and even its very essence, the life of the exiled on the Island of Sahalin was very much the same as a life led at Nice; that the difference between the brain of Kant and that of a fly was very small; finally, that no one in this world was either right or wrong." Apathy and indifference, lack of will and definite purpose, patience of slaves and the impotence of the spiritually crippled, distinguished the Russian society of that reactionary age. It was a doomed generation which withered like flowers deprived of water. A few gifted and active men described by Chehov are finally ruined through drink, or they end their miserable lives by shooting themselves. Both nature and human soul seem to be devastated in Chehov's works. "When

one reads Chehov's stories," says Maxim Gorky, "one feels as though it were a melancholy day late in the autumn, when the air is so transparent and the naked trees are so distinctly outlined; one can see small houses and greyish people. . . . Everything is so strangely lonely, immovable and helpless. The far-reaching blue distances are vacant and make one with the pale sky; they breathe melancholy cold all over the earth, which is covered with frozen mud. The author's mind lights up, like the autumn sun, with a cruel transparency, the worn-out roads, wayward streets, small and dirty houses in which the people are smothering themselves with dullness and idleness, insignificant and miserable people who fill up their homes with their senseless and half-asleep fuss."

Some of Chehov's stories bear a very characteristic general title: "In the Twilight." Indeed, the people he depicted lived in the twilight, and twilight was in their hearts. The attitude of mind and the feelings of this doomed generation are also described by Chehov in his plays. But, again, it seems to me that Chehov, as a playwright, could not be represented as an interpreter of his own age and society alone. We find in his dramatic characters the strands of thoughts and emotions peculiar to the Russians in general.

The Russians, especially the intelligentsia, are highly impressionable and excitable. They are easily moved to opposite moods which rise or fall at sharp angles. They are better capable of a vigorous spurt of energy than of continuous steady effort. "No people in Europe," says Professor Kluchevsky, a Russian historian, "is capable of such strain of work for a short time as that which the Great Russian can sustain; but at the same time, nowhere in Europe, it seems, is there a greater lack of habit for, even moderate and well-balanced

constant work than it is in Great Russia.\* . . . The Great Russian is better at the beginning of a work when he is not sure in himself and in the success, and he is worse at the end when he scores some success and attracts attention. Incredulity in himself excites his powers, and success suppresses them. It is easier for him to overcome an obstacle or danger or failure; it is easier for him to do something great than to become familiar with the thought of his own greatness." The extraordinary excitability followed by weariness is one typical feature of the Russian intellectual man. He is a hero for a moment, a knight for an hour. As a result of the excited state of mind are disappointment, apathy, nervous laxity and fatigue. The broken hero begins then to search the causes of his failures. His heated brain and restless conscience tackle one life problem after another, but fail to solve any definitely, and the exhausted querist remains with an undefined sense of his own fault.

This moral type is the key to some of Chehov's dramatic characters. Let us take, as an instance, his drama "Ivanov."

The skeleton of the play is very simple. There lives in a village a young landowner, Ivanov. He is married to a Jewess who has changed her religion for him, and was consequently cursed and disinherited by her parents. She is passionately fond of her husband, but he is already tired of her, and often leaves her alone for the sake of the company of a young daughter of the neighbouring landowner, Lebedev. The young girl falls in love with him, and she first tells him the secret of her heart. At the moment when Ivanov proposes, his wife steps in. Her husband's misconduct affects her so gravely that soon afterwards she dies, and Ivanov becomes engaged to Sasha. In about a year their marriage is an-

nounced to take place. On the day of the wedding, when Sasha's parents are about to bless their daughter to go to the church, Ivanov arrives at their house dressed for the occasion, and asks for permission to speak to the girl in private. He prays her not to marry him, but Sasha refuses to change her decision, and orders him to go to the church and wait for her. Ivanov next goes to see her father with the view to persuade his influence on his daughter. The old man cannot grasp Ivanov's attitude. During their conversation some relations and guests appear in the room. Among them is Dr. Lvov, who attended Ivanov's wife, and who admired her. The doctor turns to Ivanov and calls him a scoundrel. "Thank you very much," replies Ivanov coldly to his insult, and, in the presence of all the people, shoots himself.

The finale is certainly very puzzling unless we study the character of Ivanov, who is the chief hero of the play. Now, Ivanov is an ardent, impetuous and susceptible man who wasted his strength in the projects of his youth. What he did or how he behaved himself, and what occupied and excited his heart in the past, we learn from the advice he gives to the doctor.

"My dear friend," he says, "don't marry a Jewess, or a blue-stocking, or a woman who is queer in any way. . . . Plan your life for quiet; the greyer or the more monotonous you can make the background, the better. My dear boy, do not try to fight alone against thousands; do not tilt with windmills; do not dash yourself against the rocks. And, above all, may you be spared the so-called rational life, all wild theories and impassioned talk. Everything is in the hands of God, so shut yourself up in your shell and do your best. . . . But the life I have chosen has been so tiring—oh, so tiring! So full of mistakes, of injustices and stupidity."

\* The Great Russians constitute the largest section of the Russian nation.



Evidently Ivanov is suffering from nervous breakdown. In a dialogue with old Lebedev, he says straightforwardly: "I was young once; I have been eager and sincere and intelligent. I have loved and hated and believed as no one has. I have worked and hoped and tilted windmills with the strength of ten—not sparing my strength, not knowing what life was. I shouldered a load that broke my back. . . . I am a broken man. I am old at thirty. I have submitted myself to old age. With a heavy head and a sluggish mind, weary, exhausted, discouraged, without faith or love or an object in life, I wander like a shadow among men, not knowing why I am alive or what it is that I want.

Ivanov is tired and cannot understand what is the matter with him. In the first act he says to his uncle: "Now, when you tell me she is dying, I feel neither love nor pity, only a sort of loneliness and weariness. To all appearances this must seem horrible, and I cannot understand myself what is happening to me."

But life goes on presenting its natural demands, and Ivanov is confronted with a series of problems. His sick wife is a problem, a load of debts is a problem, and Sasha's love is a problem. His shattered nerves are still rich in phosphorus, but they need iron. When Sasha tells him her love, Ivanov cries excitedly: "New life!" But the next morning he believes in this new life as little as he does in the "house spirit." As an honest and straight man, Ivanov realizes that, with his pessimism and scepticism, he has no right to take to the altar a young and pure girl who is devoted to him in the hope of reforming him. Ivanov welcomes suicide as a solution to all his petty troubles.

Like the drama "Ivanov," Chehov's other important plays are melancholy pictures of human sufferings. They depict hopes that have failed, aspirations that were never destined to be realized.

After reading Chehov's stories and dramas one is tempted to write a necrologus of the Russian people. Yet one hesitates even to draw the black frame of mourning round Russia. For Chehov himself gives glimpses of ever fresh offshoots in this forlorn picture of the decline. His last play, "The Cherry Garden," is a symbolical representation of the old order giving place to the new. The old generation, weak, irresolute and unable to conquer life, quietly and gently leave the stage to the coming generation, who are going to "plant a new garden," to inspire a new life into old, dim Russia. . . . Parting with the sold house, the young daughter of the proprietress exclaims: "Good-bye, old house! Good-bye, old life!" And her friend student Trofimov adds: "Long live new life!" Both Ania, the young girl, and Trofimov, her young man, are always cheerful and optimistic. They trust in progress, they trust in the conquest of the future. "We," says Trofimov, "march irresistibly to the bright star which burns there, far away. Forward! I anticipate happiness, I see it already. . . . Here it is, that happiness; it comes nearer and nearer, I already hear its steps." That hungry and poor student, a true step-son of life, never gets tired of preaching the sermon of labour.

While the student Trofimov gives vent to his hopes and sentiments in his passionate speeches, another character, Lopouhin, a business man, directs his energy to the practical work of promoting the material progress of the country. He buys the beautiful cherry garden to cut it down and to build in its place country houses for the town people.

Evidently, Russia is conceived on such a large basis that one need not be in a hurry for a necrologus. The creative spirit of life is active in the Russian nation, and in Chehov's plays there is always a character aspiring to a beautiful life.

"The atmosphere of Chehov's plays is laden with gloom," says an English critic, "but it is a darkness of the last hour before dawn appears. This note is not in the least a note of despair; it is a note of invincible trust in the coming day." One derives this impression from Chehov's works although the author's personality as a living force cannot be seen behind them all. For Chehov belongs to strictly objective writers. He depicts life as clearly as he sees it. But objective truth of his representation is generally enveloped in a dim cloud of his subjective moods, mostly sad and melancholy. It is this undertone of sweet sadness and suppressed sorrow which gives such individual charm to Chehov's writings.

As a whole Chehov continued, in his stories, traditions of Russian realism established by Nicholas Gogol, but in his plays Chehov made a new and original effort to advance the progress of dramatic art.

A glimpse into the late history of the Russian stage will enable us to realize more clearly the change introduced by Chehov.

Since the days of Gogol the Russian drama discarded entirely the conventions and artificiality of the pseudo-classic theory, and turned to study real life more exactly and to describe it as it is perceived by the student. Gogol taught the Russian playwrights to draw from personal observation and actual experience, and he also showed them the methods of realistic technique. In his famous comedy—"The Inspector-General," Gogol painted a faithful picture of the life of provincial officials in Russia, who wrong the citizens, neglect their duties, spy after each other, and now are in a league to cheat the Government Inspector. All the characters in the comedy are marked by distinct individual features which could only be got by keen study and

observation. In its construction and incidents, the play is as simple and natural as the personages themselves, and their actions.

After Gogol, artistic realism was developed in Russia with the greatest stage success by Ostrovsky. He raised to the sphere of art that grey everyday life which is really the life of men, that life which is unadorned and unstrained by the personal ideas, feelings, or fancy, of the author.

The world of Ostrovsky's creation is populated by the Russian of the middle class of the eve of the epoch of reforms of the sixties. A striking picture of their conditions was written by the Russian critic Dobrolubov, who died very young, and whose fame will ever be chiefly associated with his remarkable interpretation of Ostrovsky's dramas. "We see before us," begins Dobrolubov in his second series on "The Dark Kingdom," "sadly obedient faces of our minor brothers doomed by fate to a dependent, suffering existence. Sensitive Mitia, good-natured Andrew Bruskov, poor bride Maria Andreevna, dishonoured Avdotia Maximovna, unhappy Dasha and Nadia. They all stand before us silently obedient to their lot, and ungrudgingly sorrowful. . . . It is a world of suppressed and gently breathing sorrow, a world of blunt groaning pain, a world of silence, of prison and grave, which is only from time to time enlightened by an indistinct helpless murmur which timidly dies out as soon as it was uttered. There is no light, no warmth, no space; the dark and narrow prison breathes decay and dampness. Not a single sound from the free air, not a single ray of bright day, ever penetrates into it. There flashes sometimes in it a spark of that sacred flame which burns in every human breast until it is drowned in the influx of the daily dirt." As an illustration to Dobrolubov's description, I will briefly discuss one of Dostoyevsky's



best dramas, known as "Thunderstorm."

The central figure of the play is a young woman, Catharine, who was forced to marry a common man of no individuality. Catharine has a passionate temperament, but all the impulses of her heart and dreams of her fancy are suppressed by prejudices, traditions and the brutality of the life surrounding her. She is one of those unfortunate creatures of the "dark kingdom" described by Dobro-lubov. At home she is as obedient as a child to the personal whims of her mother-in-law, and bears with the meekness of a martyr all the misery of her unhappy marriage. For she considers it as predestined by the Divine Power. At the same time her soul is full of unrealized aspirations which show that she was not born to live among these brutal people. They are strange, and they bore her. Ordinary material things do not satisfy her delicate nature. Catharine is religious by instinct; religious dreams, visions and prayers were the joy and happiness of her childhood, and her deep religious sense was responsible for all the dramatic moments in her after-years. Any departure from that which she learnt to regard as truth and virtue frightened her with the dread of a dreadful sin. Her greatest drama, described by Ostrovsky, was her affection for a young man, Boris, whom she met once. Catharine thought her feeling a religious crime, and the sense of it brought in its train a profound tragedy to her. The author has most artistically connected the climax of Catharine's personal drama with an outbreak of thunderstorm which greatly impressed the heroine as a sign of God's wrath with her. Catharine broke down under the strain of her tragic mood, and threw herself into a lake.

"Thunderstorm" shows all the qualities of Ostrovsky's dramatic genius. He discovered a new psychological world of

original characters distinguished by peculiar ideas and sentiments, and he depicted them with all the force of his realistic brush. His dramatic drawing is free from traditional conventionalities, and it represents characters who hardly could be reproduced in the kind of action usually employed by playwrights of the old school. Dramatic interest in Catharine lies exclusively in her psychological movements, in the changes, tragedies and catastrophes that take place within her soul.

Ostrovsky foresaw the general tendency of the modern drama to reproduce real life as it reveals itself in its ordinary course. But it was Chehov who showed in his plays, with a remarkable success, that our everyday thoughts, feelings and moods can be rendered as interesting and dramatic on the stage.

In his dramas, Chehov generally selects a few typical characters distinguished by certain psychological features, which are combined by the dramatist so as to create a definite dramatic impression. Chehov does not look for any extraordinary personages or exceptional situations or devilish struggles, but brings us into the dramas of the souls of ordinary human beings who think, feel and act under the conditions and circumstances of their everyday life. "He shows us the delicate webs that reach from soul to soul across the trivial incidents of everyday life" (Maurice Baring). Accordingly the task of the dramatic theatre is to create for the audience the mood congenial to the impressions with which the playwrights wish to inspire them. Chehov's conceptions are always deeply thought out by the actors of the Moscow Artistic Theatre. They show a profound insight into the artistic truth, and excel themselves in reproducing the general atmosphere of the play as well as in creating typical figures of the characters. The director, Mr. Stanislavsky, pays his ut-

most attention to every detail, trying to be as realistic as possible. Staging of Chehov's dramas by Mr. Stanislavsky makes a great impression on the audience. One sees ordinary people in their everyday relations, avocations, and pursuits. The same people and the same surroundings that one constantly meets in ordinary everyday life.

It is said sometimes that there is no action in Chehov's plays, that personages come and go in the most arbitrary fashion. But Chehov's heroes act as they ought to in real life. They move and act on the stage just as we do in our ordinary life; we get up, go, come, sit down when we wish or need. We don't wait to enter the room until we hear that somebody has finished speaking, and now expect

that you would step in and burst into a monologue.

Chehov's plays exact a great demand both from the actors and the audience. The actors ought to be able to express in their art subtle psychological movements which could very often be revealed by mere gestures. The audience, on the other hand, should be intelligent enough to understand the inner tragedy of a delicate human soul or heart without listening to long monologues in explanation of it. It is likely that the atmosphere and personages of Chehov's plays would appear strange on any other stage, but as to simplicity of his conception and delicacy of his dramatic drawing, it shows that Chehov is an original exponent of new realistic tendencies in modern drama.

M. V. TROFIMOV.

### WANTED—A POLICY.

It would certainly be desirable if at this important juncture the Association could formulate a definite policy in regard to the points which have been raised by Mr. Montgomery. Such a policy, to be effective, would, however, have to be based on a consensus of opinion which, I must confess, does not seem to me to exist. So far as I can judge from the pages of MODERN LANGUAGE TEACHING, there is a very distinct line of cleavage running through our membership which affects both the subjects to which Mr. Montgomery alludes. An attempt, therefore, to formulate on either a definite policy to which the Association should adhere as a body might possibly have the disastrous result of the secession of a disappointed minority from our ranks. That is a result which in this time of crisis it is impossible to contemplate with equanimity. I am of opinion, therefore, that the most practical plan would be to leave to every member his own right of individual judgment, without imposing on his loyalty the strain

of supporting, or appearing to support, a general policy of which he might in private disapprove. The chief function of the Association should be to afford to all who are interested in modern language studies the opportunity of giving expression to their opinions and of correcting them by discussion with others. We should, therefore, only aim at a definite policy in cases where there is no wide divergence in the opinions so expressed. We want to attract all British students of modern languages, and we cannot, obviously, do that if we insist on having 'policies' which may be repugnant to any considerable number. In exercising this restraint we may probably have to renounce a good many opportunities of directly influencing public opinion, and even Parliamentary Committees, but we shall exercise an indirect influence of a more salutary and fruitful nature. I affirm that it is not the function of an educational body to manage, or even to lead, the public, but, as the name bespeaks, to educate it so



that it can think rightly on educational questions. But before we do that we must educate ourselves. I think we can take credit for having already done a good deal in that direction, but we cannot continue to do so if we forget that it is not agreement about a policy, nor in opinions, but agreement in spirit, which we aim at.

Although, however, I deprecate at this moment the formulation of a general policy on Mr. Montgomery's two points, I see no reason why we should not discuss the basis on which such a policy might eventually be reared. That entails, first of all, an attempt to understand the causes of such divergence as undoubtedly now exists in our opinions. As a contribution in this direction I propose to examine the problem of German. For this purpose I will attempt an analysis of Dr. Rouse's position, as he may undoubtedly claim to be a characteristic type of the opposition to this language which has sprung into being in consequence of the war.

At first sight Dr. Rouse's position is somewhat absurd. It is certainly rather ridiculous that he, having plainly devoted a large amount of attention to German, should now pose as the rueful sinner who warns everyone else against following his heinous example. We are not, therefore, much surprised to find that, as Mr. Montgomery has shown, Dr. Rouse has involved himself in contradictions, which he cannot explain away by merely complaining that he has been abused. When, however, a person of distinction contradicts himself, it is of some moment to examine the underlying cause of such a curious phenomenon. That cause appears to me to come to light if we contrast Dr. Rouse's admission of the usefulness of German with his obvious dislike to the idea of continuing to teach German. It then becomes plain that Dr. Rouse wishes to persuade us to

do without something useful because he fears its effect on the character.

Now, as German is admittedly useful, even if dangerous, it is quite conceivable that English people might still continue to make use of it without suffering in their character. Merely to say that a useful thing may be employed wrongly is not quite sufficient ground for condemning it altogether. If Dr. Rouse condemns German utterly as a school subject, in spite of its usefulness, it is because he thinks that German is taught, not for its usefulness, but for some other reason. Dr. Rouse, in fact, seems to think that German is taught to English people in order to Germanize them. That is the reason he so fears its effect on character.

I am not going to rebut this preposterous opinion, which Dr. Rouse possibly holds quite unconsciously. Even if he does not think that German is taught for the above purpose, he at any rate thinks what is equally absurd, that it cannot be taught without producing, to a greater or less degree, the effect he fears. Dr. Rouse is, indeed, only a representative of the very widespread illusion that learning a foreign language does not aim at the assimilation by the learner of what is valuable to him in the foreign culture, but the adoption by him of the foreign culture in place of his own. That is, of course, what the learning of foreign languages meant in the Middle Ages, and that is what it unconsciously remains to this day in the eyes of probably the majority. Our educational system is largely to blame for this. Secondary education is based on the acquisition of foreign tongues, whether classical or modern. The system preaches to the educated man that the sources from which he draws his culture are foreign sources, and that these are not available to him unless he knows the languages. If, under these circumstances, he falls into the habit of thinking that

we study foreign tongues in order to acquire foreign culture, is there anything to be surprised at? I fear that we teachers of modern languages are also not altogether blameless in the matter. We have not as a body told the public that the study of our subjects is of only secondary importance from the highest educational point of view. We have not told the educated man that the real source of his culture *as an individual* is the English language and all that it contains, and that anything which comes in addition to that is only of ancillary importance, and useless unless assimilated to the general body of English culture in which we live and breathe and have our being. We have not spoken as representatives of English culture, as explorers of foreign lands who sought only to enrich what was ours by inheritance, but as 'ambassadors,' as representatives of foreign peoples, and worshippers of foreign gods. If the public now shows some disposition to turn upon those of us whom we have taught it to regard as 'ambassadors' from the enemy, I am afraid that the responsibility is partly our own. But the remedy is not in any case to preach the greatness of German culture nor our indebtedness to it when everyone for very good reasons is sick of the text. The remedy is to work for the reform of secondary education, which will put foreign languages as a whole in their proper place. I think, too, that this mode of defence will be found more effective than a more direct one. The individual Briton may indeed feel with Dr. Rouse that he can personally do without German, but he has enough common-sense to know instinctively that, however matters stand with him as an individual, the nation as a whole must pay a good deal of attention to the language of its most powerful foe. If he can be brought to realize that the study of foreign culture is ancillary to the study of our own, and

that the true function of foreign studies is not the spread of foreign culture in England, which already possesses one well suited to its own needs, he will see to it that a suitable number of competent people are found to keep an understanding watch on the life activities of the German. He will also take care to have foreign languages taught by Britons, for he will recognize that, as the proper aim of the study of foreign culture is the extraction from it of such elements as can be assimilated to his own, the proper persons to perform the task are representatives of English culture, not those of the foreign one which is laid under contribution.

The above considerations may serve to bring out that we who represent German studies in this country would be doubly foolish if we attempted to insist on the adoption by the Association of a definite policy in regard to German. So long as it is customary to regard the teacher of a foreign language as an 'ambassador' from a foreign country, we must count on all the other 'ambassadors,' who 'represent' our allies in the war, as our enemies. That is only natural. If therefore we throw down the gauntlet, and attempt to force them into the adoption of a definite policy of defence or offence as regards German, we may be sure that they will be naturally attracted to the latter alternative. If I am a German ambassador and my French colleague is a French ambassador, it is obvious that the latter must detest me and all I stand for, and if it comes to open warfare between us it is certain that he will have the public support. Until, therefore, it is made certain that none of us are ambassadors, but all of us Britons united, if not in our opinions, at least in our desire to do the best for our country, it will certainly be better to let sleeping dogs lie. As there is, however, obviously something ridiculous in the idea of my French colleague



hating me or I him, when we both belong to the same race and nationality and co-operate in the same task of educating English people, let us by all means devote some attention to the question whether either of us is really and truly an 'ambassador'—in other words, to the position of foreign languages in a general scheme of English education. Miss Morley's protest in the last number against the fate of English is a noteworthy reminder that something has gone astray which is of vastly more importance than the position of German, or any other foreign language.

To extremists it will perhaps appear that the above suggestions are in the nature of an attempt to draw a red-herring across the track. I am, however, willing to run the risk of that. Should we want a proof how difficult the situation may become if it is not delicately handled, we have it in the charges which Professor Kastner brings against the German specialist (p. 153 of this volume). It is clear from these that, by at least one member of the Association, German and French specialists are regarded as sworn foes. It would be absurd to reply to Professor Kastner's vague and sweeping accusations, which amount to a denunciation of the German specialist as a traitor to the common cause. It is, however, quite certain that, whether the discussion turns on the position of German or the personnel of committees, the German specialist's patriotism must be regarded as above reproach so long, at least, as the final aim is not to deprive him of his membership of this Association.

Although I am a Professor of German, I have no cause to complain of a suspicious attitude on the part of the general public or those with whom I come in daily contact. For hints that I am engaged in the nefarious task of corrupting British youths (Dr. Rouse), or in abetting a per-

nicious German propaganda (Professor Kastner), I have had to come to the pages of MODERN LANGUAGE TEACHING. Dr. Rouse's temperamental objurgations I do not take seriously. He is doubtless engaged in instilling the Greek spirit into his pupils, and if he thinks that I am engaged in instilling the German spirit, that is not surprising. There is a fundamental difference between our conceptions of the function of foreign languages in general education, and if he consequently fails to grasp my standpoint I do not complain, nor impute to him a desire to reflect on the personal honour of German specialists. It is otherwise with Professor Kastner. The most charitable construction I can place on his language is that he forgot for the time being that he was not writing to the daily newspapers or making a speech in Parliament. I have protested before, on a much less serious occasion, against the introduction of the political atmosphere into our discussions, and I now renew my protest. In political life it may not be a reflection on a man's honour to call him a traitor or a spy, but I think that a scholar's sense of his personal honour is a more delicate affair, and that he can rightly claim from other scholars some recognition of the fact. The war need not rob us of the decencies of academic life, which still leave us quite sufficient freedom to wound each other in sensitive places.

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Before I conclude I should like to advert to the resolutions adopted by the representatives of the five associations, including our own, which have been communicated to us in the last number of this journal. The signers invite suggestions for the further practical development of their position, and I believe I can make one in a line with the considerations laid down above on the position of modern languages. The

notable and most welcome points in these resolutions, which it is to be hoped will receive due attention, are the advocacy of a union between scientific and humanistic studies, and the firm stand against premature specialization. These are undoubtedly principles of first-rate importance in the organization of general education, so much so that I believe we are quite justified in making them the test of our present system. How does that system stand the test? Not very successfully, I am afraid.

In the first place, the present system, instead of furthering the union of scientific and humanistic studies, has produced a state of actual hostility between them. For numerous partisans of either the two branches are not complementary parts of the same whole, but actually antagonistic to each other. Both the student of literature, who glories in his hatred of science, and the scientific man, who pours out his contempt on literary studies, are quite familiar phenomena, and a wordy warfare is waged between the two parties at every suitable opportunity. As regards the second point, there can be no doubt that on both sides of the line specialization at the very earliest point possible is the rule rather than the exception. If it has not already begun at school, it usually begins immediately after matriculation at the University; but it very frequently does begin at school. Especially in the case of modern languages, I am sorry to say from my own experience, the degree to which school-children are apparently allowed to concentrate their attention on the mere acquisition of foreign tongues is little short of a scandal.

Judged, therefore, by the test which we can abstract from the resolutions, our present system must be defective somewhere, and stands in need of urgent reform. Where it is defective is, I submit, not difficult to discover.

It is obvious that linguistic study of some sort must lie at the base of a system of general education. Now, let us ask: If we were beginning all over again, free from all traditional preferences, and wishful to keep firmly in view the union of scientific and humanistic studies, what language should we take as the basis of our system? I venture to think we should make our choice in accordance with the well-known principle of beginning with what lies nearest to our own experience. We should say to ourselves: 'Both scientist and humanist require, first of all, the highest degree of artistic command which is attainable in the Mother Tongue. Both require insight into the structure and history of the Mother Tongue. Both can attain to the general principles of science and art by means of the Mother Tongue. Both have, therefore, to base their general education on the Mother Tongue.' It would be clear that whatever advantages spring from the acquisition of foreign languages, those advantages, as lying further away from our own experience, are of secondary importance in general education as compared with the immediate advantages which lie within our grasp through the Mother Tongue. To postpone or even to delay the processes of general education while the pupils acquire foreign tongues is much as if we were to refuse to clothe our boys until they were old enough to wear tall hats and swallow-tails.

Now, if I am right in thinking that we should proceed in our hypothetical case as outlined above, it is clear by contrast that as regards our present system we make the elementary mistake of basing it on foreign languages. As a consequence, we leave the average student no time to acquire both these and a general education, scientific and humanistic, contemporaneously. Sooner or later the aim of attaining the latter is discarded. The one side drops the humanistic element



and the other the scientific. There is even a further consequence which is often apparent: the humanistic student concentrates on foreign languages, while the scientific student abjures all linguistic study in disgust, and both fall into a woeful state of ignorance regarding their own tongue. I have often heard a very well-known classical scholar lament: 'We know nothing about English!' and what the attainments of the average scientist are in writing English is a matter of some little notoriety, in spite of numerous and brilliant exceptions.

Now, I submit that if we are earnest in wishing to correct our present system, the first step to be taken is to put English in its proper place. The national culture

of England derives, it is true, very largely from foreign sources, but the individual Englishman derives his culture from English, not from foreign languages. Is there not something absurd in the gravity with which we debate such questions as whether an Englishman derives more good from a classical education based on Latin and Greek, or a modern education based on French and German, while we have never a word to say about an education based on his own tongue? Miss Morley reminds us very rightly that we have forgotten that English is a modern language, but we have done worse; we have forgotten that English is a language at all in an educational sense.

R. A. WILLIAMS.

### JUTLAND (1916) AND USHANT (1778).

THE recent naval battle off Jutland has revived interest in various earlier 'indecisive' engagements fought by the British Fleet. Among these, one of the most interesting is the fight off Ushant in the year 1778, which has also claims to remembrance from a literary point of view as it called forth a striking 'Ode sur la guerre présente' from the French poet Nicolas-Joseph-Florent Gilbert, who was born in 1750 and died some two years after the 'combat d'Ouessant,' which gave him the 'occasion' for this highly successful poem. The interest of this ode is heightened by various touches in the description of the fight itself supplied by M. Ernest Laffay in his work on 'Le Poète Gilbert' (Paris, 1898). The reader will note some parallels to the battle of Jutland, and some striking points of difference. 'Il faut dire (says M. Laffay of this ode) que Gilbert y travailla trois mois: elle parut en novembre 1778, et le combat avait eu lieu le 27 juillet. L'escadre française comptait 32 vaisseaux de ligne et 10 frégates et autres bâtiments; elle était commandée par le comte d'Or-

villiers, qui avait pour lieutenants le comte Duchaffaut, le duc de Chartres et La Mothe-Piquet. L'escadre anglaise, sous les ordres de l'amiral Keppel, comptait à peu près le même nombre de vaisseaux. Pendant quatre jours les deux flottes s'observèrent et manœuvrèrent pour avoir l'avantage du vent. Enfin les Anglais attaquèrent en portant précipitamment toutes leurs forces sur l'arrière-garde française, où commandait le duc de Chartres. On fit, de part et d'autre, un feu très vif; mais chacun resta dans ses lignes, et la nuit mit fin au combat. La nouvelle de cette bataille, sans résultat décisif, fut cependant accueillie avec ivresse à Paris, à Nantes et à Bordeaux. *Le seul fait de tenir tête aux Anglais était un succès*, vu l'état d'anéantissement où était tombée la marine française. Les Anglais le comprirent bien: l'amiral Keppel fut traduit devant un conseil de guerre et perdit son commandement.'

The historical interest of this account lies chiefly in the fact that the writer has endeavoured to be scrupulously fair, but has omitted one very important fact and

distorted another. It is instructive to compare it with that of the Cambridge Modern History, vol. vi., p. 451, which says: '... though at the close of the action the advantage rested with the British, the French made good their escape. For this failure Vice-Admiral Palliser was held responsible by public opinion, and Admiral Keppel by Vice-Admiral Palliser. Both officers were tried by court-martial (1779) and *acquitted*, it being established that Palliser's ships were too damaged for pursuit; but upon Palliser rested the stigma of having brought an unfounded accusation against his superior officer.' It is further recorded that Keppel soon retired, as did also Lord Howe, as a protest against 'the deplorable condition of the service.' The most important point omitted by M. Laffay is that the *matériel* of the British flotilla was much inferior to that of the French, though the numbers were about equal. Such at least is the British version. International history will always vary somewhat according to the nationality of the writer.

The leading parallel with the Jutland battle lies in the reception of the news. The British regarded a 'draw' as practically a defeat: the French were

'drunk' with elation at the mere idea of having stood up to their redoubtable foes in a pitched battle. M. Laffay, writing 120 years afterwards, admits that the fight was quite 'indecisive.' The poet Gilbert, even three months after the event, treats it as a great and glorious victory over perfidious Albion. Many of his sentiments would be in place in the most rabid German Hymn of Hate that could be devised to-day. I must content myself with quoting some lines from the first stanza:

'Il a fui devant nous, pour retarder sa perte,  
Ce peuple usurpateur de l'empire des eaux;  
A peine, pour combattre, ont paru nos vaisseaux,  
Il laisse au loin la mer déserte;  
Des Français menaçant l'image le poursuit;  
Il fuit encore, caché sous de lâches ténèbres,  
Et dans ses ports jadis célèbres,  
Il court, de son salut rendre grâce à la nuit.'

To-day the Frenchman laughs with his old enemy at such one-sided fervour. Let us hope the German will do likewise before a hundred years have passed. Meanwhile it will be interesting to see if the Kaiser's sycophants produce any 'Ode auf die Seeschlacht beim Skager Rak' more warlike, patriotic and one-sided than Gilbert's ode on the battle of Ushant.

M. MONTGOMERY.

## FROM HERE AND THERE.

*[The Modern Language Association does not endorse officially the comments or opinions expressed in this column.]*

### ON ACTIVE SERVICE.

The Rev. H. J. Chaytor, Headmaster of Plymouth College, is acting temporarily as a Chaplain in France.

Ll. J. Jones, Whitgift School, Croydon, is serving as Second Lieutenant in the 22nd Battalion of the Royal Welsh Fusiliers.

R. C. Woodthorpe, Hartlebury Grammar School, Kidderminster, is serving with the Machine Gun Corps.



### SCHOOL OF SLAVONIC STUDIES.

RUSSIAN PHONETICS, AND THEIR APPLICATION TO CLASS TEACHING.

A Special Course will be delivered by Mr. M. V. Trofimov, B.A. (Petrograd), Lecturer in Russian at King's College, University of London.

The Course will consist of thirty hours, and will be held on Wednesdays, at a time to be arranged with intending students, beginning on Wednesday, November 8, 1916. On each day one hour will be devoted to Theory, and a second to Practical Demonstration and Discussion.



The class is specially designed for those who teach or wish to teach the Russian language in England, whether themselves of Russian or English nationality.

No lectures will be held during the Christmas vacation from Wednesday, December 20, to Wednesday, January 17.

Fee: Two guineas for the Course of thirty hours.

NOTE.—Intending students are invited to communicate with Mr. Trofimov as soon as possible stating the hours they prefer.



#### RUSSIAN.

LONDON.—A bulletin issued by the Russia Society shows that opportunities for the study of the Russian language in this country are steadily growing. In London, the aim of the School of Slavonic Studies at King's College has been to group round Russian the study of all the Slavonic peoples and languages, but Russian naturally takes the central place in the work of the school. The school can now count on a total income of only £600 a year for the next five years, but it is hoped that an effort will be made immediately after the war to raise a permanent and adequate endowment. The London County Council have arranged for the present session fifty Russian classes at twenty-three institutes. The Institute of Bankers is arranging Russian classes of its own for the employees of banks. Russian may also be learned at the City of London School, the City of London College, the Polytechnic, Toynbee Hall, and various language institutes. Numbers of British prisoners who are interned alongside Russian prisoners in camps in enemy or neutral countries are taking advantage of the chance afforded them of learning Russian. Instruction by the 'Direct Method' is supplemented by Russian grammars and dictionaries sent out by Mr. A. T. Davies, the chairman of the British Prisoners of War Book Scheme.

GLASGOW.—A fortnight ago Sir Donald MacAlister intimated to the University Court that a generous donor had offered funds sufficient to provide an adequate stipend for a University Lectureship in Russian for five or six years. Later it appeared that the donor is Mr. William Weir Cathcart, Minister of Munitions for Scotland. The wish to cultivate relations with Russia has now taken shape in a proposal to establish in Glasgow a Scottish Russian Institute. The Institute, while embracing important functions connected with trade, would possess special educational opportunities and offer special facilities. Russian would become a graduation sub-

ject; fully qualified teachers would thereby be provided for schools and colleges in this country, and likewise teachers of English for educational institutions in Russia. Travelling scholarships would be provided, and other measures adopted to promote mutual understanding, intercourse, and commercial opportunities between us and our great Ally.

EDINBURGH.—A class in Russian (non-graduation) was opened in October. Sir Alfred Ewing took advantage of the occasion to deliver a short address on our new sense of the value of the Russian language and literature. To study Russian was, until recently, considered a mark of amiable eccentricity. Before the war Russia was, to our minds, gigantic, inchoate, unimaginable, even somewhat suspect. Now we know her as a great force in Europe and Asia, making for righteousness, prodigious in her potentialities, the home of a people vast and rapidly increasing, deeply religious, of high courage and splendid endurance. The language was one of marvellous beauty and flexibility, and it was not surprising that upon our comprehension followed admiration and imitation. Its commercial importance, too, could not be forgotten.

*Heriot's Hospital School.*—Sir Robert Inches has just concluded an extended period of office as Lord Provost of the City of Edinburgh. Two portraits have just been presented to him. As the amount raised by subscription exceeded the cost of the portraits, among other bursaries, a bursary for the promotion of the study of Russian is being endowed in the above school.

ST. ANDREWS.—Arrangements have been made for a class in Russian, provided a sufficient number of students come forward. The teacher is to be Miss Aline Brylinska, who showed her teaching powers in the vacation classes for teachers.

OXFORD.—At Queen's College, Mr. Henry Laming, shipowner, of 8, Leadenhall Street, has endowed four scholarships in Russian of £100 per annum, tenable for three or four years. One scholarship will be offered each year. Candidates must be sons of native-born British fathers, and preference will be given to applicants from Cheltenham, Mr. Laming's old school.

It will be remembered that Mr. Morfill left his very valuable Slavonic library to Queen's College.



#### SPANISH.

LONDON.—There was a large gathering at King's College on the occasion of the inauguration of the Cervantes Chair of Spanish Literature, when the first lecture was delivered by the Cervantes Professor, Mr. J. FitzMaurice-Kelly.

The Spanish Ambassador, Señor Don Alfonso Merry del Val, took the chair.

His Excellency, who was most cordially received, declared that the inauguration of a Chair of Spanish Literature was no mean incident in the forward march of civilization, and that it was a step towards the closer friendship and the better understanding between Great Britain and Spain. The peoples of the Spanish race represented twenty-two different States, and it was most important for the future progress of the world that they should go hand in hand in its future development. There was no better way of making friendship closer between two peoples than to promote a real acquaintance, and the best way to achieve that end was to encourage the study of national literature and history. The Chilean Minister was among those who had helped the foundation. He had not only been a member of the Executive Committee, but had contributed remarkably to the subscription. The business bodies of London had contributed £826, and the total now almost reached the £15,000 which Lord Cowdray had promised to supplement with a further £5,000. That would suffice to make the foundation a permanent one. His Excellency appealed for further donations, and called attention to the practical side of the Chair. Commercial Spanish classes were to form part of the programme, and commercial certificates would be issued for the young commercial engineers and clerks who travelled between Great Britain and Spain, carrying trade each way, and so drawing closer bonds of friendship. Handsome contributions had been received from Spanish commercial centres, showing Spain's appreciation of the practical side of the institution.

Professor FitzMaurice-Kelly said that in South America there was a Spanish population of 70,000,000, and in Spain itself a population of nearly 20,000,000. British capital invested in South America amounted to £600,000,000. In self-interest Great Britain could not afford to be cut off commercially and industrially from so large a portion of mankind. Spanish as a University subject could undoubtedly serve the purposes both of the practical man and the scholar.

LEEDS.—Lord and Lady Cowdray have given £10,000 for the endowment of a Chair of Spanish Language and Literature in the University. For the extension of the School of Spanish Studies in the University Mr. Walter Morrison, of Malham Tarn, and an anonymous donor, have also each given £1,000. Lord and Lady Cowdray's desire is to further the educational and economic interests of the nation—and especially those of Yorkshire, with which county they have family

connection—and to foster a closer intimacy between the cultures of Spain and Latin South America and of Great Britain. It is proposed that the new professorship should form the centre of a School of Spanish Studies, with which would be associated, if the local authorities concur, the teaching of Spanish in other parts of the large area served by the University of Leeds. All the instruction, as in the rest of the work of the University, will be open to men and women on equal terms. The University Council have gratefully accepted Lord and Lady Cowdray's benefaction, and have obtained their permission to associate with the Chair the names of both donors in perpetuity. In view of the special needs of Brazil, the University authorities are desirous of establishing in connection with the Chair facilities for studying Portuguese.

CAMBRIDGE.—At a Congregation held on October 13, Dr. H. Thomas, of Birmingham, was appointed Norman Maccoll Lecturer (in the language or literature of Spain or Portugal) for the present academical year.



THE SCHOOL OF ORIENTAL STUDIES, LONDON.—The governing body have appointed Mr. Edward Denison Ross, C.I.E., Ph.D., to be director of the school. Dr. Ross is forty-five years of age, and, after studying Oriental languages in Paris and Strassburg, travelled extensively in the East. In collaboration with Mr. F. H. Skrine, he wrote *The Heart of Asia*. The best known of his own numerous works is the *Tarikh-i-Rashidi*, a valuable contribution to the history of the Moguls. Dr. Ross went to Calcutta in 1901 to be principal of the famous Madrasah for Muslim education, and during ten years there he greatly improved the school. For three years he was officer in charge of the records of the Government of India, and an Assistant Secretary in the Education Department. He came home in 1914 to be Keeper of the Stein Antiquities in the British Museum, but soon after the outbreak of war was selected to organize the War Translation Bureau at the War Office. He will take up his work almost immediately.

The buildings of the School of Oriental Studies, in regard to which announcements have already been made in the Press, are now ready for occupation. The School has received a Royal Charter, and the provisional date of opening has been fixed for January, 1917. His Majesty the King has graciously consented to be Patron of the School. An appeal is being made for an Endowment Fund of £150,000. Donations and subscriptions may be sent to the Appeal Committee, which includes Lords Curzon and Cromer, the Lord Mayor of London, Mr. Asquith, and several



members of the Government, at the School of Oriental Studies, Finsbury Circus, E.C.



**HUMANISTIC AND SCIENTIFIC STUDIES.**—In September there was published a memorandum issued by a Conference representing the Classical, English, Geographical, Historical, and Modern Language Associations. In this the representatives of the natural sciences were invited to make a statement with regard to those studies. The Committee of the Association of Public School Science Masters, in reply, express the view that natural science in education should not displace the 'humanistic' studies, but should be complementary to them. In this capacity natural science meets two needs in particular: (1) *Search for Truth*.—Imaginative power indicates new fields in which further knowledge of truth may be revealed; its subsequent establishment depends on accurate observation, with constant recourse to nature for confirmation. The one aim of natural science is, in fact, the search for truth based on evidence rather than on authority. Hence the study of the subject implies accurate observation and description, and fosters a love of truth. The special value of natural science in the training of mind and character lies in the fact that the history of the subject is a plain record of the search for truth for its own sake. (2) *Utility*.—There are certain facts and ideas in the world of natural science with which it is essential that every educated man should be familiar. A knowledge of these facts assists men (a) to understand how the forces of nature may be employed for the benefit of mankind; (b) to appreciate the sequence of cause and effect in governing their own lives; and (c) to see things as they really are, and not to distort them into what they may wish them to be. It is the business of natural science in education to bring this knowledge within the range of all. The statement is signed on behalf of the Association of Public School Science Masters by Professor H. H. Turner, the President, and Mr. Archer Vassall, Chairman of Committee.



#### ITALIAN.

**LONDON.**—Dr. Piccoli, Teacher in Italian in the University of Cambridge, is giving a course on the History of the Italian Language and its relation to Romance Philology. During the remainder of the first term the class will meet twice a week at days and hours to be arranged. During the second and third terms it will meet once a week. The course will be arranged to meet the needs of those who are taking Italian as an

Honours subject for the B.A. examination, and of those who are reading for the M.A. examination or are doing special work in Italian. Particulars may be obtained on application to the Secretary of University College.



The Banca Commerciale Italiana has made arrangements with the Education Officer of the London County Council whereby the bank has set aside a capital sum of £1,000, to be invested in British Government Stock, the interest on which will form an annual prize for a student of the Italian language in the Commercial Institutes. It is estimated that the annual value of the prize will be £50. Only British-born subjects, whose parents are also British-born, will be eligible to compete.



#### FOREIGN LANGUAGES AND BANKING.

(From a letter in the 'Morning Post'.)

I should like to comment upon the fact that three or four scholarships are offered once a year for proficiency in foreign languages. The scholarships comprise three months' training in a foreign bank. This encouragement is divisible among at least 10,000 bank clerks. The idea presented by the Institute of Bankers, however, if its significance were only realized, offers greater advantages to the nation than the scheme of foreign banking and the foundation of a bank for foreign trade propounded by the Commission, for were the greater Joint Stock Banks to arrange an exchange of clerks with the foreign banks for whom they act as agents, and particularly those of our present Allies, a great impetus to trade would be provided. The clerks so exchanged would act as commercial agents for their respective nations; moreover, upon their return to the parent institution they would be in a position to offer skilled advice upon foreign bills and currency which is at present lacking outside the head offices and foreign branches.



**MANCHESTER UNIVERSITY.**—Mr. E. Creagh Kittson has been invited to deliver a course of lectures on 'Method,' which will begin on Friday, November 17.



We have received the Prospectus, 1916-17, of the North China Union Language School, which now receives new missionary students for the study of the language before proceeding to their various stations. The Director of the school is Mr. W. P. Pettus, and the Direct Method of teaching is used. The fees are—Tuition, \$60

per year; personal teacher, \$40 per term (3 m.); board (hostel), \$45 per month; furnished room, \$12.50 per month.

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The United Foreign Circles, Bradford (President, A. C. Coffin, Esq.), founded in 1899, seems a unique institution, and one which deserves to be imitated widely. There are four sections, French, German, Spanish, and Russian, and the object is to offer special facilities for *speaking* foreign languages. Each section holds a weekly meeting for a lecture and general discussion. The French Section has a second meeting for informal discussions. No teaching is done at the Circles, but there is opportunity of conversational practice in the club rooms. The subscription, which varies according to age and sex, is from 7s. 6d. to 15s., and admits to membership of all sections.

\*\*\*

The following figures, giving the admission to the language classes (exclusive of schools) in the city of Bradford during the first two weeks of the Session 1916-17, are interesting: English (for foreigners), 36; French, 930; German, 88; Spanish, 104; Italian, 28; Russian, 281.

\*\*\*

We regret that in our efforts to be concise we have misrepresented the status of one of the members of the Government Committee on Modern Languages. On p. 153, col. 2, read: E. BULLOUGH, M.A., Fellow of Gonville and

Caius College; Supervisor for Modern Languages (Caius, Christ's, and Trinity); educated abroad and at Trinity (Camb.); First Class in French and German (1902); has since studied Russian; joint Editor of a *Russian Reader*; Secretary of the Board of Medieval and Modern Languages till 1914; has lectured on German literature.

\*\*\*

A similar error occurs on p. 150, col. 2, where one should read: B. M. NEVILL PERKINS, M.A. (Cantab.), c/o Gonville and Caius College, Cambridge.

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CHANGE OF ADDRESS.—After November 23 the Hon. Secretary's address will be Steeple, Kingsway, Gerrard's Cross.

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Will any members in possession of information upon any of the following points kindly communicate with Dr. E. Alec Woolf, 5, Rowhill Mansions, Rowhill Road, Clapton:

1. In what schools is Spanish taught either as a 'first' modern language or as an alternative modern language?
2. What are the objects of the study—commercial or purely humanist?
3. What is the average number of pupils taking the language?
4. In what schools is it intended to replace the study of German by that of either Spanish or Russian?

## CORRESPONDENCE.

[The opinions expressed in this column are those of individual contributors, for which the Association takes no responsibility.]

### THE LANGUAGES SUB-COMMITTEE.

WHILE the 'protest' appearing in the last number of MODERN LANGUAGE TEACHING will doubtless help to clear the air and so serve a useful purpose, there are certain features connected with it which raise a mild surprise, even in a member of the inept body which it arraigns.

First as to the signatories. Some of them are not even members of the Association! Is it not unkind to expose the weakness of a body which, as members, they might have helped to strengthen and reform? However, to restore the balance, some are actually—members of the very General Committee whose action is impugned! As far as I am aware, these members did not, either at the time or after, raise any protest within the body to which they belong. I do not know how such action will strike the members of the Association

as a whole, but to me it seems to be not only a very unconstitutional procedure, but something very like an act of disloyalty to their colleagues on the Committee. I can hardly conceive that the position of the Association will be strengthened by such methods, but rather that, if persisted in, they will make it a by-word and a laughing-stock.

The definite proposal made in the 'protest' is that the Sub Committee in question should be dissolved and another elected. By whom? By the same General Committee which elected the present one? The protesters say that the Committee should contain 'a fair proportion of experienced representatives, in a position to attend its meetings regularly, of all the principal languages concerned.' Now, the General Committee which elected the Sub-Committee in question included several of the signatories, and they would presumably have been suitable



persons. Were they at the meeting for which this business was advertised? How many meetings of the General Committee have they attended? Somewhat naturally the General Committee gets into the habit of appointing on its Sub-Committees members who attend and whom it actually sees from time to time.

Here we have the very real and serious dilemma with which the Association is faced. Professor Kastner says that country members often feel 'that the London members have an influence which their numbers do not warrant.' Yet if a large majority of country members were elected to the General Committee and they did not attend the meetings, how could the business of the Association be carried on? In the self-sacrifice of the country members, and, indeed, in a greater or less degree of members of all the various classes, lies the only hope of making our Association, not only nominally but actually, as widely representative as some of the sister associations.

Apart from these questions of procedure, two things are most striking in the attitude of the protesters, or of certain among them. One is the kind of tacit assumption that those who advocate the continued teaching of German must necessarily be less good patriots than those who would like to see it abolished, or at any rate reduced almost to vanishing-point. One wonders whether the same feelings were entertained towards all those who, after the Franco-German War, advocated, not the *retention* only, but the *extension* of the teaching of German in France.

The other point is the mention of the 'exotic influences,' which were apparently undermining the position of French in the schools to the advantage of German! Roughly speaking, they undermined with such success that German had gradually sunk, till from standing to French as *one to five*, the ratio had become something more like *one to ten*. This exiguous foothold of German must be taken for granted throughout; it must be recognized that the teaching of German has been greatly reduced during the war, and that any further considerable reduction would mean its practical disappearance from the schools. Only with the hermetically-sealed Germany of some people's imaginings would such a summation be in the national interest.

H. G. ATKINS.

I learn with considerable surprise from the Editor of MODERN LANGUAGE TEACHING that Mr. Richards and Dr. Woolf consider my remarks (M.L.T., p. 153, column 1) as a personal attack and a reflection on their professional status. To

me this seems absurd, and nothing was farther from my intention. I regret that what I wrote should be so misinterpreted. I am well aware of the academic qualifications of both and of Mr. Richards's long experience. I would point out that 'extensive' is not the same as 'prolonged.' Again, both gentlemen's experience is limited to one type of school, and therefore can hardly be called 'varied.' It is surely not offensive to say so! I maintain that the work of this particular Sub-Committee is of an unusual kind, and therefore a more representative body, with less bias in a certain direction, is required to deal with it.

Apparently Dr. Woolf objects to my saying that I doubt the *spirit* which will animate the Sub-Committee. This refers not to individual members, but to the Sub-Committee as a body, and is used in an academic, not in a political, sense. I do not suggest that the members are not good patriots. The Germanic influence of which I complain has nothing to do with patriotism. I do not suppose that Dr. Woolf wishes to draw this red-herring across the trail, but it is one which our specialists in German may use. My chief objection to the Sub-Committee is its one-sided character, and in attacking this I am sorry if I have unwittingly trod on the toes of Dr. Woolf and Mr. Richards.

L. E. KASTNER.

[We sent Professor Kastner's letter to Mr. Richards, and received the following:]

In the interests of internal peace, so precious at the present crisis, I am prepared to accept Professor Kastner's explanation; but I must point out that, if his object was, as he now says, to urge the necessity of representing different types of schools or different types of teaching upon the Sub-Committee, his obvious course was to advocate its enlargement by the addition of extra members to represent the types overlooked, and not to suggest (as he undoubtedly did) that my experience was too limited (whether in duration or extent) to qualify me to serve. The fact that that experience has been gained largely in 'one type of school'—a very representative type—seems to me to constitute precisely the qualification requisite for the representation of that type. After all, the question is one that primarily concerns secondary schools. Would Professor Kastner consider a University professor ineligible for such a committee because his experience was limited to one type of teaching—the University type? Is it possible to find men who have had experience of more than one type of teaching, and, if so, would they be desirable or

efficient members of such a committee? Finally, I am not the only teacher in a secondary school representing French upon the Sub-Committee. This fact makes Professor Kastner's personal criticism all the more invidious.

By far the more important aspect of the matter, however, is that which concerns the principle involved. I contend that individual members of the Association, constitutionally elected to serve on committees, should be immune from criticism of their qualifications for such service in the pages of MODERN LANGUAGE TEACHING.

S. A. RICHARDS.

### PHONETIC DICTATION FOR HOME WORK.

Messrs. Constable and Co., in a letter printed in your last issue, state that they 'note with interest that the idea of a Phonetic Dictation for Home Work is introduced into a book *just published*' by us, which can be no other than Mr. Rippmann's *Further Steps in French*. They proceed to point out, 'in fairness to Mr. S. A. Richards and Mr. Hardress O'Grady,' that a book adopting this idea by the former was issued *in the autumn of 1915*, and one by the latter is about to appear.

That priority of publication, however, rests with us is clear from the following passage:

'If the pupils know the phonetic symbols, they may be given a passage in phonetic transcription and asked to write it out in the conventional spelling. . . . This form of "silent dictation" makes a very good exercise for home work. The Phonetic Section (of the *First Steps in French*) contains suitable exercises.'

This is on p. 20 of *The Early Teaching of French*, which was published by us *in the spring of 1915*, at the same time as the Phonetic Section.

J. M. DENT AND SONS, LTD.

The facts as to priority of publication with regard to French phonetic dictation for home work have been supplied by my publishers. For my part I should like to state that it never entered my head to feel aggrieved when Mr. Richards published his book; that whether he got the idea from me, or from someone else, or evolved it himself (an alternative it would not have been fair to exclude), it simply served to confirm my own view that the idea was a good one; and that, after all, the idea might well occur to anyone acquainted with the practical applications of phonetics. 'Phonetic dictation' is not a good

term for what has been better called 'silent dictation,' viz., re-writing in the conventional spelling a passage in phonetic transcription. This is a test of spelling like ordinary dictation, and (if I remember rightly) the idea was first brought to my notice by the Civil Service Commissioners, who have made use of it for some years in their examination for female typists. This test is naturally suitable not 'for home work' only, but for class work as well.

I must say that I cannot understand the attitude of one who anxiously disclaims the charge of having borrowed such an idea from others; I am not ashamed to confess that I have learnt from many sources. There are some little ideas that I do not remember to have seen in other books before they appeared in mine; and it is one of the minor pleasures in my life to find them introduced in books published subsequently. There is no copyright in ideas; if there were, how should we make progress?

WALTER RIPPMMANN.

### GERMAN LITERATURE.

AT the end of his rejoinder in the October number of MODERN LANGUAGE TEACHING, Dr. Rouse makes a statement which seems to me to be not only ridiculous, but unfair.

He says: 'As for German literature, that reflects German character, and we know now what that is and always has been.'

It is ridiculous to suppose that all German literature which reflected the German character before the war has undergone some mysterious change, and that that same literature now reveals all the characteristics of a bitter, cunning, and unscrupulous enemy.

Can the literature which reflected the pure soul of an honourable nation suddenly reveal the hideous cancer that is slowly eating it away?

It is unfair to say that the German character 'always has been' what we know it to be in war time.

If we compare the German literature since August, 1914, with the German literature before that date, we find that the old order has indeed changed and yielded place to a new and revolutionary one. The famous 'Haszgesang gegen England' is the triumph song of a nation mad with hate. This hate and its kindred emotions are new traits in the character of the German people.

The influence of present-day German literature can be nothing but pernicious. It is based on hypocrisy, hate, and pride. But the influence of



the works of such men as Goethe, Wagner, Keller, Mörike, and Meyer will continue, for it rests upon a foundation of truth, beauty, and light.

'To do without' the influence of such literature would be to miss some of the best things that make life worth living.

MARIE LOUISE BARKER.

## MODERN LANGUAGE ASSOCIATION.

A MEETING of the General Committee was held at University College, London, on Saturday, October 28.

Present: Mr. Rippmann (chair), Mr. Allpress, Miss Althaus, Mr. J. G. Anderson, Miss Ash, Professor Atkins, Mr. Brereton, Miss Burras, Mr. Chouville, Miss Hart, Messrs. D. Jones, Macgowan, Payen-Payne, Perrett, Richards, Dr. Rouse, Miss Strachey, and the Hon. Secretary.

Apologies for absence were received from the Chairman, Messrs. Atherton, Cruttwell, Gerrans, von Glehn, L. J. Jones, Mansion, Odgers, O'Grady, Siepmann.

The minutes of the last meeting were read and confirmed. It was agreed that the Report on University Appointments should be published at once and sent to the Press, and that copies should be sent out to members with the magazine.

An important proposal made by Mr. E. Bullough for the formation of a 'Standing Russian Committee,' under the auspices of the Modern Language Association for the furtherance of the teaching of the Russian, was referred to a Sub-Committee consisting of Messrs. Bullough (Convener), Brereton, Macgowan, Rouse, and Trofimov. Letters on this subject were received from Messrs. von Glehn, Hutton, L. J. Jones, and O'Grady.

The Hon. Secretary reported the Conference of the Five Associations with the Education Committee of the British Academy, at which the following resolutions were passed:

1. That a Council of Humanistic Studies be established, representing Societies interested in humanistic studies.

2. That the Council include in the first instance representatives of the British Academy and the Five Associations.

3. That the Council have the power of co-opting individual members.

4. That Lord Bryce, President of the British Academy, be invited to be President of the Council.

5. That Sir Frederick Kenyon be Chairman and Convener, and Professor Tout (temporarily) Hon. Secretary.

6. That the Chairman be authorized to enter

into negotiations with the Joint<sup>a</sup> Board of Scientific Studies with regard to a Conference.

The resolutions were approved, and Professor Robertson, Miss Strachey, and Mr. Hutton were appointed to represent the Association on the Council.

The programme of the Annual General Meeting was settled.

The names of thirty-six members, who were two full years in arrears with their subscription, were deleted from the list.

An invitation from the Assistant Masters' Association to send a representative to the Committee of the Secondary School Teachers' War Relief Fund was accepted, and Mr. S. A. Richards was nominated.

The following five new members were elected:

Miss A. D. Atkinson, Girls' Grammar School, Batley.

Signorina L. P. de Castelvechio, King's College, W.C.

Miss M. G. Fry, A.A., Derby High School.

Michael V. Trofimov, B.A. (Petrograd), King's College, W.C.

E. G. Underwood, B.A., B. ès L., B.Sc., Eton College.

The Annual General Meeting will be held in London on Tuesday and Wednesday, January 9 and 10. The Presidential Address will be delivered at 12 noon on the former day by the incoming President, M. Paul Cambon, Ambassador of the French Republic. M. Cammaerts, the Belgian poet, will give an address on 'Les Poèmes de Guerre,' with readings, and Dr. E. R. Edwards an address on some subject connected with the Japanese language. There will be a discussion on 'Modern Humanistic Studies,' to be opened by Mr. H. L. Hutton, who will move 'That the organization in schools of advanced modern humanistic education without Latin and Greek is one of the educational needs of the moment.' The subject of the second discussion will be 'The Place of Modern Foreign Languages, other than French, in School Curricula.' Mr. Marshall Montgomery, Signorina de Castelvechio, Mr. E. G. Underwood, and Dr. E. A. Woolf, will discuss the claims of German, Italian, Russian, and Spanish respectively.

Nominations of candidates for election to the General Committee must reach the Hon. Secretary by December 1 next. Address: Steeple, Kingsway, Gerrard's Cross.

Any member who wishes to move a resolution at the Annual General Meeting must send it to the Hon. Secretary before Saturday, November 25,

for submission to the Committee in accordance with the rules.

Lord Bryce has accepted the presidency of the Council of Humanistic Studies.

The name of Mr. R. A. Allpress was inadvertently omitted from the list of members of the General Committee present on September 30.

## EDITORIAL NOTES.

Sub-Editors: Miss ALTHAUS; Mr. H. L. HUTTON; Mr. DE V. PAYEN-PAYNE; Dr. R. L. GRÈME RITCHIE; Miss E. STENT; Professor R. A. WILLIAMS.

All contributors are requested to send in matter by the 24th of each month, if publication is urgently required for the issue following.

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Applications for membership should be addressed to the Hon. Secretary, Mr. G. F. Bridge, Steeple, Kingsway, Gerrard's Cross.

The MODERN LANGUAGE REVIEW, a Quarterly Journal of Medieval and Modern Literature and Philology, edited by Professor J. G. Robertson, and published by the Cambridge University Press, is supplied to Members of the Association at a special annual subscription of 7s. 6d., which must be prepaid. It should be sent with the membership subscription (15s. in all) to the Hon. Treasurer. Those who wish to take in or discontinue the REVIEW should communicate with the Hon. Secretary.

The attention of Teachers is drawn to the collection of French and German School Books, carefully selected by a Sub-Committee, and known as the Travelling Exhibition. It may be inspected on applying to Mr. Twentyman, Board of Education, Whitehall. A Catalogue (sent *gratis* to members) has been issued of all sections except Reading Texts, of which a separate and minutely detailed list is being prepared. For particulars of conditions on which the Exhibition may be loaned apply to Miss Hart, as below.

The Hon. Secretary will be glad to receive from members the addresses of well-educated families on the Continent willing to receive English guests, which can be recommended to students and teachers wishing to study abroad. The addresses of houses where an English guest is not likely to meet any other English people are specially desired. Names of families should not be sent unless the member can recommend them from personal knowledge. Full particulars should be given.

Communications on the under-mentioned subjects should be addressed to the persons named:—

**Exchange of Children:** Miss BATCHELOR, Bedford College, Regent's Park, N.W.

**Magic-Lantern Slides:** H. L. HUTTON, 2, College Gardens, Dulwich, S.E.

**Residence Abroad (Women):** Miss SANDYS, 30, East St. Helen's, Abingdon; (**Men**): The Hon. Secretary.

**Travelling Exhibition:** Books to be sent *pro tem.* to A. E. Twentyman, Board of Education, Whitehall, S.W.

**Scholars' International Correspondence:** Miss ALLPRESS, Berkhamsted School, Herts.

Correspondence on all other subjects should be addressed to the Hon. Secretary.

**It is urgently requested that all Postal Orders be crossed.**



In considering the position of the study of German after the War, it is necessary to view the question dispassionately, and any changes introduced during the course of the present War should be calmly and seriously weighed. Any precipitate action at the present stage likely to jeopardize the future position of the study is therefore to be deprecated. The question of the inclusion or exclusion of any particular language should depend upon its value to the Nation in the widest sense, and not so much upon any feelings, whether of friendship or hostility, to the people or peoples by which it is spoken.

In the special case of German at the present juncture we cannot dispose of the problem by any hasty generalization. To say, for instance, that if German was a 'good subject' before the War it is a good subject now, contains such an admixture of the false and the true that it tends more to confuse than to clear the issue. We shall do better to recognize the fact that the War *has* changed, and changed for some time to come, the conditions under which we live and work, and to adjust our point of view to the new circumstances which have arisen.

The value of any particular language as a part of the educational curriculum, and its claims to be made a staple subject, depend upon an aggregate of various factors, of which the following, if not the only ones, are at any rate the chief:

1. Its formal value as an instrument of mental training.
2. The value of the intellectual and artistic treasures enshrined in it, and its contribution to modern thought.
3. The proximity of the country and the extent to which travellers visit it for educational and other purposes.
4. Its utilitarian value from a commercial and military point of view.

Of these values three are affected in

N.B.—Memoranda on other languages, etc., will follow.  
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# LANGUAGE [ING

## OF THE MODERN OCIATION

NDERSON

December, 1916

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## EDITORIAL

Sub-Editors: Miss ALTHAUS; Mr. H. Dr. R. L. GRÆME RITCHIE; Miss

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It is urgently requested that

as in the more debatable subjects of history and philosophy, only experts in these special fields can speak with full authority; but we feel sure that the large majority of them would strongly deprecate any denial of the utility to other nations of those contributions.

3. Travel in Germany and Austria and personal intercourse with the two nations will doubtless be on a very small scale after the War, and so far that inducement to learn the language will to a large extent be lost. At the same time the loss of this aid to learning will render necessary still greater efficiency in the training of our experts at home.

4. It is not possible to give any exact forecast of the commercial relations of England and Germany after the War, but whatever form they may assume, there is no doubt that a knowledge of German and German conditions will be required for commercial purposes. In the future it will be even more necessary than in the past that there shall be in responsible quarters people possessing an adequate knowledge of German and all that the study of German in the widest sense should imply.

If we enter upon that longer competition with Germany by which this War, whatever its issue, is bound to be followed, or the unequal terms suggested by some extremists—namely, that the Germans shall fight, equipped with our language, learning, and science, as well as their own, while we rely only on ours—the disadvantage to us is obvious. If we are to remain their enemies, we shall be more formidable enemies for knowing their language and making use of their science and learning. If we are ultimately to resume normal relations with them, the argument becomes unnecessary.

In view of all the facts now known, we imagine that few would maintain that the attention devoted to the study of German in our schools and Universities before the War exceeded the limits justified by the importance of a knowledge of German and the German-speaking countries. We hold that it in no way adequately reflected that importance. [See 'Study of German in Secondary Schools'; Letter to the President of the Board of Education (MODERN LANGUAGE TEACHING, October, 1909); and Report on the conditions of Modern (Foreign) Language Instruction in Secondary Schools (MODERN LANGUAGE TEACHING, March and April, 1908).]

The study of German has inevitably suffered during the War, but we are of opinion that to allow any further diminu-



# MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN  
LANGUAGE ASSOCIATION

EDITED BY J. G. ANDERSON

VOLUME XII. No. 8

December, 1916

## VERS LA LUMIÈRE.

L'HOMME est avide de lumière, altéré de lumière. Il veut voir, savoir, comprendre. Il hait les ténèbres, recéleuses de mystères, les ténèbres odieuses où règnent le mal, la douleur et la mort. Victor Hugo a dit : 'Unique péril social : l'ombre. L'ignorance, mêlée à la pâte humaine, la noie. Que faut-il pour faire évanouir les larves du mal ?—De la lumière. Eclairez la société en dessous.' Depuis Victor Hugo, un de nos plus grands orateurs modernes constate : 'La République, par un effort admirable de législation et d'organisation, a fini par avoir raison de l'ignorance, mais le mal subsiste.' Qu'est-ce donc que la lumière ? cette lumière capable d'éclairer la société ? Est-ce le savoir ? Et la science serait-elle un remède infaillible portant en lui le pouvoir de détruire ces 'larves du mal' ? L'expérience nous prouve au contraire : 1° que, dans les pays civilisés, chez les hommes instruits, le vice jouit d'une fort bonne santé ; 2° que les conquêtes de la science peuvent nourrir et développer les pires germes du mal, témoin les beautés de la guerre actuelle : tortures savantes ; vol organisé ; destruction d'œuvres et d'édifices qui faisaient la gloire de l'humanité et de jeunes existences qui en étaient l'honneur et la plus belle expression.

Et puis, il faut bien convenir que cette

lumière même, le savoir, est chose changeante et fuyante. Pour l'acquérir, il faut de longues années, et un souffle, le dernier, l'anéantit, tout est à recommencer. Chaque enfant porte en lui la même ombre, la même ignorance ; et pour la dissiper, les meilleurs systèmes ne peuvent rien sans le concours du temps, qui apporte sans se presser et emporte au galop. Le savoir n'est qu'un demi-jour. Il ne suffit pas. Le terrible bouillonnement de la vie ne calcule ni ne raisonne ; il ne s'arrêtera pas pour attendre la solution des problèmes scientifiques et la réalisation des possibilités entrevues. 'Quand vous aurez tout découvert,' s'écrie Tolstoï, 'moi, je serai mort.' Et chacun a le droit d'apostropher ainsi les savants. En attendant que le rêve des grands théoriciens soit réalisé, que chaque individu soit devenu une encyclopédie vivante ! en attendant que la concurrence exaspérée ait créé, à côté du paradis pour les uns, l'enfer terrestre, peut-être, pour les moins favorisés, le royaume de la misère et de la douleur subsiste, et le flot de la vie roule, coule, s'écoule dans un clair-obscur torturant qui n'est ni assez sombre pour étouffer en nous toute espèce de vision, ni assez lumineux pour calmer nos inquiétudes sur l'inconnu. La lumière destinée à vivifier le monde n'habite pas dans l'intelligence, pas même dans les

esprits qui ont atteint la cime des connaissances scientifiques. A quoi servent les plus belles découvertes des temps modernes? L'aile qui emporte l'homme dans les airs, le tube qui l'entraîne au fond des mers, ont pour mission de semer partout la terreur et la mort.

Y a-t-il rien de plus éblouissant que les sommets des neiges éternelles? Cependant on n'y rencontre point la vie, *parce qu'ils sont glacés*. La *vraie* lumière, la lumière vivifiante est celle qui communique la *chaleur*. Celle-là, où donc est-elle? Ah! ne la cherchez pas sur les sommets, du moins sur les sommets altiers. Pénétrons dans cet endroit discret, plein de mystère, d'où jaillissent à la fois et la vie matérielle et la vie morale avec ses forces infinies: cet endroit qui s'appelle tout simplement le cœur. C'est là que nous trouverons la solution du problème humain: l'amour, clef des échanges qui donnent à l'homme ce que le reste de la nature ne saurait lui donner: la force du fort au faible, la douceur du faible au fort, échange sublime qui met l'homme au dessus de toute la création, parce que c'est un échange *conscient*, dans lequel chacun fait, volontairement et avec joie le sacrifice mutuel et perpétuel indispensable à la vie. C'est par l'amour, par la bonté que se crée la famille; c'est par l'amour, par la bonté que celui qui tombe est relevé, et le criminel disparaît là où apparaît... l'homme savant? non! là où apparaît l'homme *bon*.

Mais cette vérité, où donc l'enseigne-t-on? Nulle part. Vous ne trouverez pas *l'éducation du cœur* sur les programmes des écoles, et pourtant c'est la plus importante. Le cœur, comme le cerveau, a besoin d'être nourri, guidé, protégé; autrement il dépérit ou se gâte, et l'admirable machine humaine se trouve exposée au pire des dangers: celui de fabriquer de mauvais produits.

Le cerveau développé, le cœur étouffé, vous avez la puissance du mal établie

dans l'humanité. Ajoutez à cela cette orgie d'idées commerciales qui semblent vouloir submerger toute autre conception de la vie et vous aurez une idée du vent desséchant qui souffle sur nos sociétés et qui certainement flétrira les plus belles fleurs du progrès si, à côté de la loi du commerce: *'prendre plus qu'on ne donne,'* on ne met la loi de l'amour: le bonheur de donner. Qu'arriverait-il, par exemple, si la mère, qui dépense, qui donne sans compter tout ce qu'elle a: son argent, son temps, son plaisir personnel, sa tendresse, quelquefois même sa santé, s'avisait aussi d'en faire du commerce et de vouloir gagner sur chacun de ces articles?

L'idée nous paraît monstrueuse! et c'est la preuve qu'il y a dans l'existence des hommes autre chose que le commerce, et c'est cette chose là qui ne doit pas être livrée au hasard. Jusqu'à présent elle n'a pas eu son droit de cité dans l'enseignement, et voilà pourquoi tant d'êtres, bons naturellement, ont été brisés par des cœurs durs, et n'ont pu donner au monde leurs trésors; pourquoi d'autres, qui ne demandaient qu'à suivre l'impulsion atavique mise en eux par dix-neuf siècles de christianisme, ont été entraînés d'un autre côté.

Il faudrait se hâter de combler cette lacune, tant d'autres s'en trouveraient comblées du même coup!

Assez de belles paroles ont été dites et écrites, c'est maintenant le temps de les mettre en action, de *faire vivre la pensée*, le cœur plutôt (car le cœur c'est la pensée qui aime), de ceux qui ont puisé leur génie à cette même source: la Bonté. Pour n'en citer que trois, trois grands cœurs qui représentent l'âme même des alliés, nommons Victor Hugo, Dickens et Tolstoï; trois noms qui, parmi les constellations des grands hommes, brillent d'un éclat incomparable et pour lesquels le public, j'ose le dire, professe une certaine estime! Est-ce que pour être pleins



de beauté et de charme, leurs traités de philosophie ne valent pas ceux de Nietzsche et de Treitschke? Malgré la différence de leur génie, ces grands esprits sont frères, ils ont compris et redit la parole divine: 'Aimez-vous les uns les autres;' ils s'inspirent d'une même pensée: l'amour du pauvre, des petits, des faibles. Oui, voilà ce qu'ils aimaient, eux, les grands, les forts, les richement doués de la nature! Comparez à cela les misérables petites gens de l'envie, les chétives prouesses de la concurrence, les criminelles visées de

l'ambition fratricide! Et puisque le cœur est le grand Moteur universel, producteur de merveilles insoupçonnées, prenons ce petit être ignorant et barbare qu'est l'enfant, prenons l'homme fleur en bouton, enseignons-lui dès sa plus tendre jeunesse l'art de diriger son cœur vers tout ce qui est noble et bon. C'est ainsi que l'humanité prendra possession de toutes ses forces et marchera vers la lumière.

JEANNE VALETTE-VERNET.

### YU versus U.

THE pronunciation given in the *New English Dictionary* for words containing long *u* or its equivalent *ew* is often unsatisfactory. Our great dictionary has so strong a leaning to diphthonging this vowel to *yu*, in many cases contrary to what I consider standard pronunciation, that I have tried to find a rule on the subject. Reference to Mr. Daniel Jones's *Pronunciation of English* gives no certain rule for 'the insertion of *j*.' His rule, in which I will for clearness use simplified spelling for symbols and pronunciations, and *y* for international *j*, is as follows:

'*Y* is not inserted when the preceding consonant is *r*, *sh*, or *zh*, or when the preceding consonant is *l*, preceded in turn by a consonant—e.g., 'rule,' 'chew,' 'June,' 'blue,' [=] *ruul*, *tshuu*, *dzhuan*, *bluu*, not *ryuul*, *tshyuu*, etc. When the preceding consonant is *l* not preceded in turn by a consonant, usage varies—e.g., 'lute' [=] *lyuut* or *luut*. It is generally considered more elegant to insert the *y*, though it is perhaps more usual in conversational pronunciation not to do so. In other cases *y* is regularly inserted' (p. 44).

According to the last sentences it would be more elegant to say *Lyuk*, *Lyusi*, *lyunar* than to pronounce 'Luke,' 'Lucy,' 'lunar' in the usual way. The

*N.E.D.*, while giving 'Lewis,' 'Lucian' in the usual pronunciation gives *lyuuk* in 'luke-warm,' which is *loo-warm* in Scotch, even *blyu*, *glyu*, as well as the usual pronunciation, for 'blue,' 'glue.' Indeed, it gives *chyu* for one of the examples 'chew' in Mr. Jones's rule of non-insertion of *y*.

This is not satisfactory, and as the subject touches the pronunciation of words such as 'picture,' 'figure,' 'fortune,' involving the question of evolution on phonetic decay, I have thought it may be of interest to examine the principles of the pronunciation of *u*, *ew*, and to see whether there be not some certain rule for it, in accordance with the customs of English.

Initial *u*, except in the prefix *un*, becomes *yu*, as in 'use,' 'union,' etc.

Most of our consonants accept the diphthonging of the following long *u*:

<i>k</i> . cube, Kew.	<i>g</i> . gules, gewgaw.
<i>t</i> . tune, Tuesday.	<i>d</i> . duke, dew.
<i>p</i> . puny, pew.	<i>b</i> . rebuke, beauty.
<i>f</i> . fume, few.	<i>v</i> . nephew, view.
<i>m</i> . mute, mew.	<i>n</i> . nude, new.

I will consider the consonants less willing or rebellious, after some remarks on those in the above examples, taking them by groups.

The guttural consonants *k*, *g* accept *y*

readily, even before *ar*, as in the dialectal *kyart*, *gyarden*, and in the Irish *blagyard*. *K* takes *yu* so naturally that in the time of the Second Empire an English 'actress' who had managed to get a part in one of Offenbach's musical comedies could not get over calling herself 'kyupidon,' to the great amusement of the Parisian audience. The use of *u* to harden *g* is perhaps the cause of this consonant taking *yu* less readily, especially in unstressed syllables. 'Regular' becomes *reg'lar*, and *fig'er* for 'figure,' long ridiculed, is given place before *figyer* in the *N.E.D.*

The labials accept *y* very readily. Cf. Italian *piuma*, *fiume*, *fiove* for L. *pluma*, *flumen*, *florem*, French *pierre*, *pied*, *fiel* for L. *petra*, *pedem*, *fel*. Our *v* accepts it so readily that we have 'saviour,' 'pavior,' and the Irish pronunciation of 'flavour,' Horace Walpole's 'bury' [= *bœurre*] pears' might justify the assumption that 'bury' was pronounced like 'fury' not so very long ago.

The dentals do not accept *y* readily. The *t* in L. *tio* of *actionem* changes to (*t*)*z* in It. *azione*, to *s* in Fr. *action*, to *sh* in our *action*. The English tongue objects to the intrusion of *y* in *tu*, hence our troubles with 'nature,' 'picture,' 'fortune,' even 'question.' Formerly, with *e* mute, the first three of these words were pronounced *naiter*, *pikter*, *fortun*; but fashion decreed them = *naityer*, *piktyer*, *fortyun*; and super-fashion even says *piktyah*.

The popular change of *t* to *ch*, in 'picture,' 'venture,' 'virtue,' 'fortune,' and the vulgar change of *d* to *j* in 'duke,' 'hideous,' 'odious,' may be ascribed to the change enabling the tongue to avoid introducing *y* between a dental consonant and *u*. This change, usually attributed to phonetic decay, seems very analogous to the evolution which has changed—

*s* to *sh* in 'sugar,' 'sure,' etc.;  
*ks* to *gz* in 'exact,' 'exempt,' etc.;  
*t* to *sh* in 'action,' 'question,' etc.

I cannot see that *pikcher*, *virchu'us*, *forchun* mean phonetic decay, while *shuur*, *egzakt*, *akshun* only mean evolution or adaptation.

I do not for a moment defend the vulgar 'duke' = *junk*; I would only show that the change is the same as from L. *diurnus* to It. *giorno*, to Fr. *jour*, to our 'journey,' and that the popular tongue, in saying *duuk* or *junk* for *dyuuk*, shows its objection to *dyu*. The pronunciation of 'grandeur' has kept to its written form because it is not in popular use, but 'soldier' has become, even in the *N.E.D.* = *soeljer*.

Lowland Scotch keeps the old pronunciation of unstressed *ture*: 'natural' = *naitrul*, and 'creature' = *kraitur*, as in Ireland. With stressed *ture*, *tune*, as in 'mature,' 'opportunity,' there is less excuse for the popular change of *t* to *ch*.

*Th* seems to take even less kindly to *yu* than the other dentals. There are few examples available, but 'thew,' 'enthusiasm,' 'Methuselah,' 'Thucydides,' 'Malthusian,' 'Carthusian,' 'Thule,' seem to reject the intrusion of *y*; while 'Arethusa' has acquired in song the *yu* sound.

The sibilant consonants have too much affinity both to the dentals and to the 'shibilants' *sh*, *zh*, to take kindly to the intrusion of *y*. The tongue finds *superlativ* easier than *syuperlativ*, though in stressed syllables the difficulty is far from *insyuperabl*. We have 'sue,' 'pursue,' even 'suit,' usually with *yu*, but 'Susan' is not *syuruzan*—at least, not from Susan's or Susanna's own mouth. The history of 'sewer' and its form in 'Shoreditch' point to its being *suer* or even *shuer* rather than *syuer*. And we find that the English tongue has changed *s* to *sh* in 'sugar,' 'sure,' etc., in order to 'ensure' the exclusion of *y*; for *sh* is one of the consonants which resist the intrusion of *y* between them and *u*, *ew*.

These, which I will call the Inhibitory Consonants, are:



The shibilants *sh* and *zh*.  
 The dento-shibilants *ch* and *j*.  
 The liquids *r* and *l*.

*Ch* and *j*, though compound consonants, form, with *nya*, the palatal group in the consonant-table of Sanskrit and of the Dravidian languages which use that table either in its entirety or with the modifications which have made the Tamil table the model of our shorthand system.

I shall now examine the effect of the Inhibitory Consonants.

1. *Sh*.—There are not many words in which this digraph precedes *u* or *ew*. 'Shew,' 'sew,' are=*sho*, *so*, as 'ewe,' 'strew' are properly=*yo*, *stro*.

'Shutur sowar,' express camel-rider (Anglo-Indian Glossary) has always been=*shutur sowcar*. With the *s* form of *sh* there are 'sure,' 'assure,' 'insure,' 'censure,' 'sugar,' all undoubtedly free from *yu*. The *N.E.D.* gives 'censure'=*sensyur*, *senshyur*, but as it gives 'sensual'=*sensyual*, *senshual*, and 'commensurable' with either *syu* or *shu*, we may take these three words as evidence that *s*, averse to *yu*, takes the sound of *sh* to avoid the intrusion of *y*, as it does in 'sugar,' 'sure,' etc.

2. *Zh*.—This consonant, the French *j*, is only heard in words where it has the forms *x*, *s*, *z*, as in 'luxury,' 'pleasure,' 'azure.' For 'luxury' the *N.E.D.* gives the pronunciations *luksyuri*, *lukshuri*, *lugzhuri*. The second of these is the usual pronunciation, to my ear at least, and both it and the third show that *sh* and *zh* are inhibitory.

In the *N.E.D.* pronunciations of 'pleasure' as *plezhyur*, *plezhur*, *plezher*, of 'azure' as *azher*, *aizhyur* of, 'exposure' as *ekspoezhyur*, the *yu* forms are concessions to elegance, but as beginning a syllable they do not violate the inhibitory right of *zh*. 'Azurite'=*azyurite* is correct for the same reason, especially as *z* is more tolerant than *s* of *yu* following it. It 'usual,' 'casual,' where *s*=*z* or *zh*;

the *N.E.D.* pronunciations=*yuzyual*, or *kazyual* or *kazhyual* are both admissible, though the forms with *z* are preferable.

3. *Ch*.—Words with this digraph followed by long *u* or *ew* are rare. Besides the imported Indian 'chunan,' 'chupatty,' 'chuprassy,' correctly given with *u* in the *N.E.D.*, there are only 'chew' and 'eschew,' which it gives as=*chyu* and *eschauu*. What reason there can be for the *y* in 'chew' is hard to imagine; the word is no more *chyu* than 'choose' (O.E. *chuse*) is *chyz*. But reason seems to disappear before elegance.

I have shown that the popular change of *t* to *ch* is due to the dislike of our tongue to *tyu*, especially in unstressed syllables. The *N.E.D.* now admits *pikcher* as well as *piktyer*, and Calverley made 'venture' rhyme with 'trencher.'

4. *J*.—The *N.E.D.*, which makes 'chew'=*chyu*, also makes 'Jew,' 'jewel,' 'jeweller'=*jyu*, *jyuel*, *jyueler*; but it gives *u* to the long list of words from 'jubilee' to 'juvenile.' These include 'jury' and 'conjure,' and yet it gives *yu* to 'abjure.'

5. *R*.—The inhibitory influence of this liquid is absolute. Not even in 'erudite,' 'erudition,' where *er* might possibly be considered as a closed syllable allowing *yu* to follow, is there, in the *N.E.D.*, any attempt to introduce it. The *English Dialect Dictionary* gives 'cruel'=*kriuel* in Somerset dialect, but the word is noted as a trisyllable, and is therefore=*kreeuuel*, as in Creusa=*kreeunza*.

6. *L*.—While the dental consonants *t*, *d* do not take *yu* easily, and *th* objects to it still more, the dental nasal *n* takes to it so kindly that in the Sanskrit table of consonants, as in Spanish, *nya* is a consonant distinct from *na*. In Spanish *ll* is also a special consonant; it appears to take *u* after it in only one word, *lluvia*, rain. French *ll*, *mouillé*, has practically lost, in spite of Littré's protest, its consonantal basis to become=*y*, as in

*meilleur*; it does not appear ever to be followed by *u*. In Provençal *lyu* appears in *milioun* and *lioun*, though in the latter it is pronounced *li-oun* or *léoun*; and the apparently solitary example in Italian, *liuto*, becomes *lahut* in Provençal. I fancy that the coming of the lute into England may have been the starting-point of the elegant pronunciation of *lu* as *lyu*, as when some imported vegetable brings with it a parasite which establishes itself gradually in our fields.

English *l* takes *y* freely before short vowels, as in 'William,' 'billiards,' 'million,' 'halyard,' but it objects to the intrusion of *y* before *u*, as in 'lure,' 'luminous,' 'vo'luminous,' 'so'lution,' 'sa'lute,' 'alumina,' except when *l* closes a stressed syllable, as in 'fail'ure,' 'vol'ume,' 'sol'uble,' 'sal'utation': *u* then becomes *yu* as initial of a syllable.

The inhibitory influence of *l* has been defied by elegance. The *N.E.D.* keeps *u*, *ew*, pure in 'Lewis,' 'Lucian,' 'deglutition,' 'fluid' 'abluent,' 'conclude,' 'recluse,' and a few other words; but in the vast majority it yields to fashion, giving *yu* to 'lucid,' 'lucifer,' 'ludicrous,' 'lure,' 'Lutheran,' 'Lutetian,' 'luminous,' 'alluvial,' 'gluteal,' 'gluten,' and most others in the long list of such words. Carrying out the principle shown in 'chew,' 'Jew,' it gives 'lewd' = *lyuud*, and 'leeward' (as at sea) = *lyuard*. I have mentioned that to 'blue,' 'glue,' it allows *blyu* and *glyu*, but it only give *bluu* to 'blueness,' 'blue-stocking,' and it gives 'lieu' = *luu*.

I may add that for 'lieutenant' the

*N.E.D.* gives *leften'ant*, and also the U.S. *lyutenant*, but not *l'tenant*, the usual pronunciation in the army.

Perhaps it is the caprice of the *N.E.D.* pronunciations of *lu* that is reflected in the few examples of this sound that I find in the S.S.S. edition of H. G. Wells's *The Star*. There is *luminous*, but *ilyuminait* and also *saljut*.

'Il-luminate' should have the same pronunciation as 'luminous,' and long experience in a sphere where the word and act of 'salute' is of common occurrence leads me to consider *salut* as the usual pronunciation. These are the only derivations from phonetic accuracy that I have found in the interesting story edited by the Simplified Speling Sosietì.

There is evident need of a reasonable rule for the pronunciation of words containing *u*, *ew*, after one of the consonants which I consider to be inhibitory of *y*. It may be said that our language, being constantly subject to evolution, or to decay, according to the point of view, it is useless to formulate rules. Yet, pronunciation being so largely influenced by the teachers of youth, it would be well that they should have some rules; and I suggest the simple rule that they refuse the intrusion of *y* before *u*, *ew* preceded by one of the inhibitory consonants, unless this close a syllable. We should not allow this intrusion, often capricious, to be used as a class shibboleth. There are many other and quite legitimate shibboleths in cultured speech.

EDWARD NICHOLSON.

'HOW KNOWETH THIS MAN LETTERS, HAVING NEVER LEARNED?'

*Concluded.*

IF only for the pleasure of reading *Don Quixote*, there is no modern language more worthy of study than Spanish; besides, in Cuba and Mexico, in both of which regions I found that a more mascu-

line pronunciation was in vogue than 'at home,' Spanish is indispensable for intelligent appreciation of environment, whilst in 'the States' generally, notably between San Francisco, the Colorado



River, and the Mississippi, there is a decided ‘Spanish atmosphere,’ which betrays itself in dialect; for instance, the unexplained slang expression ‘whole caboodle’ seems to me to be derived from ‘the whole *caudal*’ (as Cervantes playfully uses it); and this suggestion of mine is ‘countenanced,’ if not approved, by Professor Fitzmaurice Kelly, occupant of the new Cervantes chair. Besides, there are numerous ‘cowboy’ words in America generally, such as *ranche*, *bronco*, *adobe*, etc., that clearly betray their Spanish parentage. I have read the *Don* through four times, and this last time, over a period of two years, have been fortunate in securing from Professor Kelly weekly lists of replies to distressful doubts and ignorances, though I had only even seen the learned professor’s face once, ten years ago, his charity to me basing itself not on my deserts, but solely on his adoration of Miguel. On the way to his new post, however, he graciously accorded me the honour of doing *penitencia* in my *casa*, so that now I have seen him twice in all. My introduction to the Spanish language was singular: this was when at Rome in 1876, Pius the Ninth in the Chair. As I walked to St. Peter’s directly after my arrival, I was struck by the enormous number of tonsured priests in the street: St. Peter’s was full of them, and on the principle of ‘when at Rome do as the Romans do,’ I knelt down alongside of a specially selected ‘holy priest’ of spruce appearance. This was my very first airing of my Italian in Rome, though I had already picked up a Tuscan notion or two in working my way down via Verona, Venice, Ferrara, Florence, and other northerly towns. I started off (after getting it carefully up): ‘Permit me, sir, to ask how many priests there are in the Cathedral.’ I think he said ‘twelve thousand,’ but perhaps it was ‘six.’ As the painfully laboured conversation progressed, I ventured to inter-

polate: ‘It appears to me, sir, that your accent is not exactly that of either the *bocca Romana* or the *lingua toscana*.’ It then transpired that on that very day (Sunday, October 15) a Spanish pilgrimage had arrived; on this occasion ‘Man always *should*, but this time *did* be blest,’ and two years after conferring this wholesale blessing died the jovial Holy Father *qui solus inter pontifices excedit Petri annos*, though his successor, Leo XIII., also managed his full twenty-five years. (I quote the Latin epitaph from memory as I saw it on his ‘jubilee’ mosaic of 1871 in St. Peter’s, but I am as shaky in my Latin as in every other language.)

Whatever additional language be studied by young ‘Britishers,’ of course French should be *sine qua non*. It would be taking coals to Newcastle if I presumed to offer advice to either speakers or readers of French. After blundering about and living much in French companionship for many years, I decided, in 1889, to take a few months’ formal lessons in grammar and pronunciation, in the former of which I am still more faulty than in the latter. I have read hundreds of French books, scientific, as well as *belles lettres*, and have always been struck with the extreme clearness and precision of French thought and literary expression. In the latter department, if it be permissible for any non-Frenchman to criticize and to approve, I have always thought that M. Anatole France is the most original as well as the most refined thinker, and I revere him all the more because he shares my unstinted admiration of Cervantes. In his *Livre de mon Ami* (a mere trifle, in which he manages to make even the most paltry subjects interesting) he says: *Pour moi, dès que j’ai su lire, j’ai lu le généreux livre de Cervantes, et je l’ai tant aimé et si bien senti que c’est à cette lecture que je dois une forte part de la gaieté que*

*j'ai encore aujourd'hui dans l'esprit.'* He does not say here whether he read it in the original Spanish, in which language it is alone possible to *savourer* the full flavour of punctilious and courteous old Spain, or whether he read it in French, which, with all its pre-eminence in delicacy, cannot convey the exact effect of *señor ladron* (from a policeman to a thief) or *este buen hombre* (from a woman appealing against her alleged violator). English translations are flat reading, and it is horrible to think what sort of a dish the coarse and harsh German language would turn out. With all its terse expressiveness, however, the French language is singularly lacking in the short comprehensive terms, whether nouns or verbs, so characteristic of English; it is astonishing how often a Frenchman must take refuge in 'circumbendibus' in order to translate such words as *snub*, *snob*, *wharf*, and how often they go ludicrously wrong in adopting the English word. I have seen Parisian clothiers advertising coats or hats as 'très snob'; and 'les docks' usually means 'the warehouses (at a port)'; perhaps the conservatism of the Immortals, and their obstinacy in declining to give their fiat to new words, may have something to do with it, for goodness knows the slang and the 'unofficial' language is rich enough in every variety of expressiveness. My taste may be vitiated, but I cannot say I admire Victor Hugo's style, however reverently one must bow to his genius. I went to inspect his house and inquire into his personal habits in Guernsey. I have read most of Zola, who rather disgusts me, especially in *La Terre*; his *La Débâcle* is the work that pleased me most. Alphonse Daudet and Guy de Maupassant require family caution, as my French reading now is not done alone. Of scientific works Ortolan's Roman Law (I forget the exact title; my copy was destroyed in a fire) commanded my complete respect, and

Rénan's *Life of Jésus* also. Then there are innumerable works on travel, geography, etymology, religion, etc., by Réclus, Paul Dumas, and various Jesuit authors. If I make these remarks, it is not because I consider myself a competent critic, but because I wish to illustrate to the rising generation what vast enjoyment can be extracted from even an imperfect knowledge of modern languages in the course of travel and desultory reading. I frequently make amusing errors in conversation, and comfort myself with the wise saw of Bismarck, who said: '*Il se méfiait toujours d'un Anglais qui parlait parfaitement le français.*' Once in the uplands of Tonquin a merry party of us, including one lady returning from a short holiday to the coast, were indulging in rapid repartee and chaff at the saloon tiffin; in those days the 'captain' was a Chinese who knew the *arroyos* and stuck to his wheel, whilst the French purser did the honours of the boat; the lady said it was hard to get a good boy 'up there,' when one old French wag said, '*Mettez-moi à l'épreuve, madame.*' Then she said it was hard to get milk for the children, when I said, '*Pourquoi est-ce que vous ne nourrissez pas un bœuf, madame?*' She asked, '*A quel titre, M. le consul?*' I replied, '*Naturellement, pour en tirer du lait pour les enfants.*' Everyone was too polite to explode, so I looked as sly as possible and 'sat tight,' hoping that this 'cropper' would pass as a piece of ingenious British humour.

As with Spanish, so with Portuguese, I found it quite possible at Macao to 'muddle through' with Italian, and this was in 1875, before I had even aired my Italian in Italy or with an Italian, except for a few words with 'Father Angelo' of Hankow, as he went about in his Chinese dress and pigtail in 1871. However, Portuguese nasals and clippings of finals 'stump' one oftener than the more



sonorous Spanish does; still, my first tours in both countries during the year 1882 were conducted purely on an Italian basis. Immediately on entering Spain I had a row with the cabman and the hotel, and was summoned to appear before the beaks next morning. The cabman was right: He had started at once when I insisted, and explained to the magistrate that he was licensed to carry four passengers as an *omnibus*. I was 'convicted.' It was not until 1888 that I engaged Spanish teachers and really made an effort to master the pronunciation, and then 'got onto' *Don Quijote de la Mancha*. Portuguese had to wait until 1891, when an affable young Portuguese priest (also in Chinese dress and pigtail) named 'Father Diegues' used to ride in two miles on his pony ('pon' as he called it, in English, with the usual Portuguese 'clip') every morning and give me an hour of it. I had to bring his political services in other matters before the Foreign Office, who (possibly with waggish intent), misreading his name, got it down officially as 'Father Diogenes.' In 1896 I had an opportunity of going over old ground, with considerable additions in both countries, wielding the native lingo freely but loosely. In stating that I have made no serious onslaughts upon grammar in any language, and confessing that I do not speak a single one correctly, I do not for a moment wish to suggest to students that they should *deteriora sequi* to the detriment of the *meliora* hitherto approved: I simply suggest that life is short, and the bee sipping honey from strange and scattered flowers reckes him not of pistils and other botanical accuracies. I have my own particular axe to grind, which is Chinese, and I have always regarded languages, as I regard hotels, concerts, conveyances by land or sea, or any other luxuries, as passive adjuncts, fortuitous or otherwise, to the active Ego which has to live and let live: as my

old friend Mike (a good Catholic) said, when asked what he thought of the priests: 'Faith, sir, Oi tink they make a good livin' by froightenin' folk.' When one travels in France there is no time to learn the art of omelette making, nor when in Russia to fathom the mysteries of *borschtsch* and *schtschi* (two kinds of soup). In the same way, when skimming the cream off this fleeting existence, one may pardonably have neither taste nor leisure for worrying with grammar. I am much more interested in Chinese tones than in Latin 'quantities,' and the French, who have no stress in their language, scarcely know what a Latin quality is. All people spoke before they ever dreamt of splitting hairs as to why they spoke and how they spoke; and if one can by hook or by crook associate oneself with dozens of different people on intelligible terms, then it follows that one enjoys cheaply a share of those numerous benefits that each untravelled individual only enjoys singly. If closer examination be found interesting, each one can specialize according to his or her own maiden meditation and fancy free. For example, one thing particularly interested me in Portuguese, and that is that terminal inflexions, the origin of which in the Latin languages appears in most instances to have been lost, are often separated from the root verb. Take French as an illustration: *répondre* means 'to answer,' but how did the terminations *répondrai*, *répondrais*, *répondru*, etc., originate? I noticed first in Portuguese, and then in Spanish, that these inflexional terminations can occasionally be separated from the root; thus, instead of *les responderia* (*je leur répondrais*), you can say, *responder les hia*. A very striking instance occurs in Chapter XLII. of *Don Quixote*, where the Duke says to Sancho, '*Comeros heis las manos*' (You will have to eat up your hands, or gnaw your fingers, or yearn for), which, according to Professor Kelly, stands for

*vos habeis de comer las manos*; in the same way *tener-he* stands for *tendré*, and so on. There do not appear to be in dictionary use such separate words as *heis* and *hia*, which I take to be 'remnants' of some sort belonging to *haber* and *hacer* (*facere*)—i.e., *avoir* and *faire*. The particular interest for me lay not so much in Latin origins—the speciality of Professor Herbert Strong—but in the fact that, in studying Corean during a couple of years' residence at Chemulpho, it struck me that the Coreans had only one real 'verb' or active principle in their language; this verb or predicate, *hata*, with its innumerable inflexional, agglutinative, and honorific variations, by attaching itself to any other word—be it noun, adjective, or what not—immediately converts such into what we call verbs, no matter whether the root to be operated on is native Corean, Chinese, Japanese, or even European. I shall recur to this point when I come to speak of Chinese, Japanese, Annamese, etc., and for the moment return to Portuguese. Not having visited Brazil or any Portuguese colony greater than Madeira, and having only twice passed a few days in Portugal itself, I have never had the opportunity, beyond glancing over Camoens' poems and visiting his grotto, at Macao, of doing justice to the beauties of the language, or to the *Lusiad*, and therefore I can only say to both of them '*Andad con Dios*.'

I had read quite a number of Italian masterpieces at quite an early age: Boccaccio's *Tales*, Silvio Pellico, Ettore Fieramosca, Dante's *Inferno*, Ariosto, Petrarch, etc. Sir Thomas Wade at Peking rather prided himself on his Italian, and was always delighted when diplomacy gave him the opportunity of penning an Italian despatch, the draft of which I had to copy; but, before that, he was very much scandalized when, in 1869, after complimenting me on my good taste in

reading Ettore Fieramosca, I informed him that the stress or accent was on *Et* and not on *tor*. Differences of opinion about Peking vowels and the propriety of using the French word *virement* in English positively led to a chilliness that my revered chief never quite got over; my watchful presence when he spoke Chinese positively 'unnerved' him. I remember, when I was called up for oral examination in 1871, his using the surname syllable *ch'ên*, which is pronounced unaspirated *chên* when it means an army. The Chinese examiner had that surname. I said, 'You have got the aspirate on the wrong one, sir!' Some years after that I published an article proving that Sir Thomas Wade's syllables *tzü* and *chih* contained one and the same vowel. This was too much for Sir Thomas, who said, 'Do you not remember that I am Her Majesty's Minister?' I replied, 'I don't see what questions of philology have to do with rank, sir.' And so on, and so on, for many years. However, it is *dare aquam* time (i.e., return to our goats or 'muttons'), as the Latin lawyers used to say. I have since read Goldoni's plays (except those in rustic dialect) and many novels, notably *Il piccolo mondo antico* (and *moderno*), and some well-known romances, such as *I promessi sposi*, the names of most of which I forget. In the matter of names I have been careless, often reading a book—even a well-known one—in French, Spanish, Italian, or German, without remembering or even looking at either title or author's name; in other words I have regarded 'light literature' as newspapers, or, as the Chinese say, 'small learning' (philology) and 'small talk' (romances and novels). In Italian speaking I am by no means extensively practised, and therefore not fluent until I get well started. Moreover, one must not 'think of' Spanish in talking Italian, nor *vice versa*; one must 'wash one's ear' well and 'tune up anew' before switch-



ing off from one language on to the other.

It appears to me that we humans are apt, like 'God-granted' sovereigns, to credit ourselves with too much importance in this little-understood 'creation.' If a few years ago men had seriously contemplated flying over and talking to each other over wireless space, we should have thought all this a foolish flight of the imagination: yet wireless telegraphy and aeronautics are far more wonderful to the ignorant than mere speaking is. Animals and birds have developed important senses and instincts of which we can barely conceive, and yet they disappear without our giving a thought to their chances in 'a future life.' Many plants and living things, such as mouse-eating flowers, sensitive plants, sponges, etc., gradually develop senses suspiciously like animal consciousness. The deaf and dumb get on very fairly, and so do the blind: if some shock made us all so, probably we should invent adequate shifts. I am disposed to take Topsy's view of language and say, 'I specs it growed,' without any superhuman fuss at all. Once a beginning made with speech, there was and is no end to refinement, except the shortness of life which prevents any individual from absorbing very much; and so with writing, which begins in not one but many places with rough picture name genealogies, and oracles or omens; then goes ahead indefinitely to philosophy, poetry, and so on, until the John Stuart Mills of the day, *bourrés de superflu*, drop off and wither away like any cabbage or toad.

Chinese writing first attracted my attention in the 'chop books' translated for me by porters at the Cutler Street warehouses, from which I passed on to tea 'chops.' At that time (fifty years ago) there were three Chinese hawkers in London, one from Canton, one from Shang-

hai, and one from Ningpo; then there was 'Chang the Giant' from Hankow. All these men gave me weekly shilling or half-crown lessons; and a year later Sir Thomas Wade's celebrated Pekingese *Documentary Series* came out. The total result was that when I reached Peking in 1869 my pronunciation, though rendered intelligible by the study of Wade's books, was a fine jumble of dialects; but the written character, and even literary composition, possessed no great difficulty, as the Rev. Dr. Summers, my instructor, wrote absolutely as well as a native. When I say that since then I must have read close upon a thousand volumes, I may add, in palliation of the apparent exaggeration, that, after practice in reading, the Chinese script lends itself to rapid skimming and generous skipping even more than ours. People used to say of the Paris Rothschild that he took in all he wanted to know from 'the papers' in ten minutes. It was said of Macaulay that he could 'take in' a whole page without reading it at all! My first experience of this Chinese faculty was when a *taotai* seized a long despatch from my hand, grasped at a glance the one important sentence, and handed it me back in a few seconds. I discovered also, in 'cramming' law, that about 75 per cent. of even the profoundest law is comparative verbiage, and that by reading through any book once, and then underlining the 'vitals,' the whole of any law-book could be reread in an hour or two—always supposing the mind can be adequately concentrated. In the same way with Chinese: one can sweep the eye through dozens of pages in a few minutes, acquire the habit of extracting the 'points,' and then proceed to the registering or indexing of these points for future use. As to Chinese dialects, it is desirable to speak at least one fairly correctly, and few Chinese themselves can speak more than two quite correctly; but all travelled Chinese soon

acquire the knack of 'picking up' half-a-dozen for current use, some of them, though all alike in base, as different from each other in sound and intonation as Dutch is from Swedish, or Portuguese from Rumanian. Prolonged inquiry on the spot in Japan, Corea, and Annam makes it clear to me that—apart from the question of written character, which is a question too historical for this paper—all three native languages have enriched their own comparatively scant vocabulary with Chinese, in much the same way that Russian, English, German, etc., have drawn upon Græco-Latin for refinement and precision; and it is absolutely provable that the three countries named all drew from that common source between 1 B.C. and A.D. 600. Perfect mechanical regularity prevails in development of sounds, and the wildest apparent differences in sound point to perfect 'evolutionary' order throughout centuries; moreover, the true spirit of the old Chinese dialects can be more certainly ascertained from these three foreign tongues than from most of the modern Chinese dialects themselves. Finally, it is quite ascertainable that 'Grimm's Law' has existed and still exists in China just as with ourselves; the word 'law' is probably a misnomer for a sort of 'natural selection.' The Chinese have one or two excellent novels; the best of all, which is (besides its formal title) known as the 'First of Wonder Books,' is about 500 years old, and treats of the loose social habits of 800 years ago. It is so immoral that its sale has long been (nominally) prohibited even in China; but it is none the less a work of high literary art, and its colloquial is excellent Pekingese even now, the changes in talk being fewer than ours since Shakespeare.

It may be argued, 'After all, what is the use of doing all this pottering with modern languages if nothing is done thoroughly?' My answer is some people

take pleasure in seeing every Derby or Chester Cup, others find relaxation in climbing every inaccessible mountain within reach—in short, as friend Horace puts it, *Sunt quos Olympicum pulverem collegisse juvat*, etc. In my case I followed the line of least resistance in my literary pleasures, and never took a serious view of the matter at all; except, as time went on, with Chinese, because *c'est mon métier à moi*. So far as I remember, I have never even spoken to anyone on the above subject during an irresponsible extra-dance fling of fifty years or more, and have thought no more of reading a book in a foreign language or of travelling through a foreign country than of going to a play or selecting dishes for dinner. That reminds me. I once went with a companion to a Yiddish play in which a well-known Jewish actor appeared. I forgot the name of the theatre, street, and actor (if I ever knew them), but it was one of the big theatres not far from the Houndsditch region. As we both had some knowledge of Russian as well as German, the pith of the play was fairly comprehensible to each of us, and Yiddish is evidently—or *that* particular Yiddish was—a basis of bad German with verbs transposed in the usual Jewish fashion, the whole heavily charged with Russian words, if not whole phrases. Again I am reminded of something. I once spent a month in India, and found Hindustani absurdly easy without any special study, beyond glancing at a handbook, which original primer I still keep by me for occasional reference after an interval of thirty-four years. I also once spent a whole year in Burma, and was making excellent progress; but the language is of little value elsewhere, whilst nearly all the historical literature about Burma worth having can be obtained from Chinese books (I do not include the rich Bhuddhistic 'literature,' which has never taken my fancy in any language). In Siam, twice visited, I



ascertained important facts about the origin of the various Thai, or Laos, or Shan races, including the effect of Hindoo culture upon Burmese and Siamese, and these views were published shortly afterwards. In a word, there is all the difference in my case between a *chef* who understands sauces and roasts and the outsider who knows, if not what good cookery is, at all events what dishes *he* likes best;

and with these final words I throw myself upon the mercy of my readers, merely adding the words of Thackeray when the lady he took into dinner said: 'Do you know, Mr. Thackeray, I expected something quite different, and am rather disappointed with you.' Thackeray replied: 'Well, madam, and if you are disappointed, I don't care.'

E. H. PARKER.

## UN GRAND POÈTE FRANÇAIS: PAUL CLAUDEL.

DEUX critiques dans deux journaux anglais qui ont coutume d'être aux antipodes (c'est le *Times* et le *Daily News*) se sont trouvés d'accord pour saluer l'apparition des derniers livres de Paul Claudel comme un événement littéraire, et même comme quelque chose de plus, comme le chant qui après la tempête annonce l'apaisement du ciel, après le triste et long hiver sur la France l'approche du printemps de la délivrance.

Qui donc en Angleterre—en dehors des quelques-uns qui suivent de très près le mouvement littéraire en France—connaît même le nom de Claudel? Claudel pourtant n'est plus un jeune, il est dans la pleine maturité et son œuvre est longue déjà derrière lui. C'est que Claudel a été longtemps et qu'il est encore jusqu'à un certain point, et même en France, un isolé. Il n'appartenait à aucune école, il n'était poussé à la lumière et à la gloire par aucun clan, il était presque toujours loin et souvent très loin de France (Claudel a été consul en Amérique et en Chine; au moment de la guerre il était consul général de France à Hambourg); mais, surtout, Claudel est un génie solitaire: à qui le rattacher? Rimbaud a eu de l'influence sur lui, Baudelaire aussi peut-être, mais la famille de son choix c'est celle des plus grands parmi les siècles et les littératures: Eschyle, la Bible, Shakespeare, Dante; il s'est développé à l'écart

et selon la loi de son esprit; il a dédaigné non seulement les avances au public mais ces moyens termes, ces ententes tacites par où l'écrivain met d'accord son originalité individuelle et le goût du public de son temps; il a écrit des drames loin du théâtre, et bien plutôt comme un moine poursuit dans la solitude de sa cellule le dialogue de son âme et de Dieu, la longue lutte avec ses agonies, ses sécheresses et ses triomphes; sa forme même déconcertait et repoussait d'abord par sa nouveauté même: elle ne doit rien à la prosodie traditionnelle (sauf dans quelques hymnes récents et l'emploi d'une sorte de rime ou d'assonance dans les derniers poèmes), elle se rattache plutôt au rythme et aux lois cachées de la grande prose française, ce n'est ni de la prose ni des vers, c'est le vers 'claudélien.' Enfin Claudel était catholique avant que ce fût presque une mode de l'être; catholique intégral, passionné, militant, et les grands religieux, avant d'être des rassembleurs d'hommes, ont toujours été des solitaires, ils le sont deux fois aujourd'hui; Claudel est un catholique converti, il a la violence du converti et porte en son œuvre la trace de la violence faite à son âme naturelle, il a soumis son art comme sa raison à la foi, il a soumis son génie naturel puissamment sensuel aux exigences et aux disciplines du croyant, qui est aussi un logicien épris

de vastes constructions intellectuelles. Claudel en un mot est le contraire de ce qu'on appelle 'un auteur facile,' un de ces auteurs faciles dont on ne manque pas de dire, pour les en louer, qu'ils ont 'un style coulant.' . . . Tel était Claudel, inconnu, méconnu, salué comme un grand écrivain par une élite d'artistes, étonnant, irritant le lecteur ordinaire, le laissant perplexe, demi-admirant, demi-insatisfait, craignant d'être injuste en rejetant ce poète comme décidément inassimilable et de se tromper en parlant de génie, pas très sûr au fond d'avoir bien compris ou même d'avoir rien compris.

Claudel en ces dernières années a émergé décidément de l'ombre injuste où il était retenu, par la force même de son œuvre accumulée sans doute, et aussi à cause des circonstances plus favorables. Quelques amples citations des trois derniers livres de Claudel donneraient mieux l'idée de l'homme et de son art. *Corona Benignitatis Anni Dei*,\* c'est le livre du croyant : ce sont des hymnes pour les fêtes de l'Eglise et pour les fêtes des apôtres et des saints. Il n'y a rien ici de la fadeur amorphe du cantique ou de la poésie d'église habituels ; ces vieilles fêtes chrétiennes et ces figures traditionnelles, même les plus effacées, reprennent sens, vie et relief. Par la grâce de son imagination robuste, de son avidité des réalités et de son application de croyant, Claudel les voit, et non pas seulement St. Paul et St. Jean, mais St. Jacques le Mineur et St. Jude ; il les voit, il les touche, apôtres, martyres et saints, il en parle avec la simplicité et la bonhomie du fidèle sûr de sa foi et du poète sûr de sa forme, avec une émotion qui est une émotion d'homme, toute virile, et ne ressemble heureusement pas au ton de la dévotion catholique la plus généralement connue et acceptée.

\* *Nouvelle Revue Française* Ed., 35 et 37, Rue Madame. Prix fr. 3.50.

On hésite à en dire autant de *La Nuit de Noël*, 1914 ;\* c'est un drame en un acte écrit pour les patronages catholiques ; l'art de Claudel n'est pas ici dans les conditions les plus favorables à son libre développement : les grands oiseaux à la large envergure sont les plus gênés quand la place manque à leur essort. Malgré de beaux passages, ce n'est décidément pas du meilleur Claudel ; César Franck, le grand musicien chrétien, est bien plus profondément religieux dans ses Chorals que dans ses œuvres spécialement écrites pour le culte, et il est le moins lui-même quand il descend des hauteurs où plane son immense musique pour accompagner les paroles et la sentimentalité d'André Theuriet. . . .

Dans les *Trois Poèmes de Guerre* † on retrouve le grand poète : gravité solennelle du langage, éloquence noble et familière, richesse des images qui sont grandes et qui sont prises pourtant au plus simple de la vie et au plus concret de la nature ; et cette langue qui ne révèle qu'à l'étude toute sa richesse ; chaque mot pris dans toute l'étendue de son sens, avec tous ses échos et ses retentissements, réalité sensible et symbole mystique, et qui entraîne le lecteur

\* Avec frontispice de Ste. Marie Perrin. Librairie de l'Art catholique, 6, Place St. Sulpice, Paris. Prix fr. 2.

† *Nouvelle Revue Française* Ed. Prix fr. 2. Le même éditeur vient de publier une nouvelle œuvre de Claudel : *Autres Poèmes durant la Guerre* (fr. 2.50). Une grande inspiration anime également ces poèmes, mais c'est une inspiration catholique autant et peut-être plus que purement patriotique : ce ne sont plus des *Poèmes de Guerre*, mais des *Poèmes écrits pendant la Guerre* ; c'est, pendant la 'grande attente' les méditations du chrétien catholique. Plusieurs de ces poèmes ont été écrits de Rome où l'auteur était en mission diplomatique ; or il y a la Rome capitale d'une nation en armes, mais il y a aussi la Rome éternelle 'Héritière de tous les destins et dispensatrice éternelle de la Loi,' et quelque chose de la sérénité se reflète dans ces Poèmes : 'Il y a quelque chose de plus immense que la guerre, c'est la Paix !'



inculte et ravit le philologue. 'On ne vit que par le style,' disait Chateaubriand; Claudel certainement a un style, un grand style. N'y a-t-il pas un souffle biblique dans cette vision de l'armée allemande repoussée lentement de ses terriers et en même temps prise par une autre armée, l'armée invisible des innocents assassinés qui se lèvent :

' . . . Il y a une grande armée sans aucun bruit  
qui se rassemble derrière vous !

*Depuis Louvain jusqu'à Réthel, depuis Termonde  
jusques à Nemény,*

*Il y a de la terre tassée qui s'agite et une grande  
tache noire qui s'élargit !*

*Il y a une frontière derrière vous qui se referme  
plus infranchissable que le Rhin !*

*Ecoute, peuple qui es parmi les autres peuples  
comme Caïn !*

*Entends les morts dans ton dos qui revivent, et  
dans la nuit derrière toi pleine de Dieu,*

*Le souffle de la résurrection qui passe sur ton  
crime populaire !*

*Voici le fleuve sans gué de la justice, voici les  
bras des innocents autour de toi inextricables  
comme des ronces !*

*Resens la terre sous tes pieds pleine de morts et  
qui enfonce.'*

PIERRE CHAVANNES.

### THE ORGANIZED METHOD.\*

THERE are not wanting signs which lead one to hope that the long-drawn battle between the champions of the Direct Method and their opponents—sometimes contemptuously dubbed 'reactionaries'—is drawing to a close, and that peace will be brought about, not by a crushing victory on the one side or the other, but by a *rapprochement*. The pendulum which swung so wide is gradually settling down in the one position consistent with stability—the middle. During the last few years there has been much levelling up on the one hand, and considerable modification of earlier claims on the other, and it does not seem too much to expect that before long we shall all be able to agree upon certain fundamental principles, leaving a wide choice of method to the individual teacher. The worst fate that can befall a movement of any value is that its supporters should come to look upon its tenets as articles of faith to be swallowed whole, put into practice and fought for, but never re-examined or modified as a result of the test of actual working experience. Mr. O'Grady is

still a firm believer in the principle underlying what has hitherto been known as the Direct Method, but, as he keeps his eyes open to facts, he cannot fail to see—as examiners, inspectors, and level-headed teachers on all sides are seeing—that results have not always realized our early expectations, and that much of the 'method' which is designated 'direct' is all too unmethodical. It is for this reason, he explains in his introduction, that 'throughout this book the words "Direct Method" will not be used, but the words "Organized Method" will be substituted for them.'

'With the reawakening of experiment and the spirit of adventure in English education,' he remarks at the outset, 'it is necessary for us to reconsider the objects of teaching modern foreign languages.' If our sole object is to enable our pupils to speak the language, 'our labours, our zeal, our cunning, will have been wasted; we shall have been weaving wreaths of sand. . . . Yet there is no doubt that many have been content in the past to view their own lessons from the mere talking point of view.' This is refreshing. My mind goes back to the International Congress of Modern Lan-

\* *The Teaching of Modern Foreign Languages by the Organized Method*, by Hardress O'Grady. Constable, 1915.

guage Teachers held at Paris in 1909, and I seem once more to hear the impassioned eloquence of Herr Walter—at whose feet so many English Direct Methodists sat in those days—as he turned on the rash adversaries who had ventured to urge the claims of written work and grammar and crushed them with this summary of the aim and method of modern language teaching: ‘Parlez, messieurs, parlez toujours, et après cela—parlez.’ We have learned wisdom since then.

Our chief aim, then, is not to enable our pupils to speak or to write the language. Why do we teach it? ‘It is because a great foreign language properly taught, with wider aims than those mentioned above, broadens the mental horizon of the learner.’ ‘Our object in teaching the language must be to give our pupils a permanent interest in written documents of the language, so that they may themselves continue to work what we have begun with them.’ This, of course, involves the power to speak—and especially to pronounce correctly—and, in less degree, to write the language. These things, however—and others besides—‘are to be used for the later intimate understanding and study of works of art, both in pure *Belles Lettres* and in books of information and philosophy: history, the economic books, the scientific books, and so on.’

As to method, the author, as already stated, is a firm believer in one based on the ‘direct’ principle, provided it is thoroughly organized, co-ordinated, and scientifically worked out in all its details. At the same time, he is ready to admit that in some schools ‘successful results are obtained where written translation and formal grammar are part of the course.’ In such cases ‘it will be found that these are wisely and cleverly based upon the use of the language as a living language. They are only parts of the teaching. They are subordinated to the

main object. They are not the sole objects of the teaching.’

This is perfectly true. There are many teachers, indeed, who have been forced by experience to the conclusion that under present conditions—classes of thirty, and four periods of three-quarters of an hour a week—translation from and into the foreign language is unavoidable, though not to be abused or used to the exclusion of more direct methods, and that if children are in the time at their disposal to master the minimum amount of grammar necessary for the *correct* writing and speaking of simple French,\* the field must be carefully mapped out and methodically studied, bit by bit, each grammatical fact or rule being hammered in before the next is attacked. This does not mean the learning of abstract grammar or of grammar as an isolated part of language study. The reader still forms the basis of instruction, but the passage provided for each lesson must be specially selected or constructed to illustrate the grammar studied in that lesson—a mere chunk of a continuous story will not do—and when this dose of grammar has been assimilated as *knowledge*, its principles must be put into *practice*, until facility is acquired, by means of copious grammatical exercises—preferably of the ‘reform’ type—oral practice, and composition. As regards this last, many look upon the discipline of translation into the foreign language as indispensable, but this, again, must not be an isolated exercise. The English version is carefully constructed and based upon the passage read, of which it, indeed, often forms a variant. In large classes the impossibility of the proper correction of free—or even ‘chained’—composition is a practical bar to its frequent use.

\* French, as it is the first foreign language, and in order to save unnecessary words, stands throughout this article for the particular modern language studied.



Moreover, the English version prevents the shirking of difficulties and brings the learner face to face with the problems which he has just been studying. In this system a suitable dose of grammar forms the nucleus of the lesson around which reading matter, conversation, grammatical exercises, and composition cluster. As for translation from the foreign language, considerations of time and the large number of pupils in a class render it expedient (in the opinion of many) to translate the passage through once to make sure that all understand its meaning, and then, putting the English permanently aside, to use it as the basis of conversation and all sorts of oral practice in the foreign language.

I can, at any rate, speak from personal knowledge of one school where this system prevails, and as the boys, at the end of their third year and at the age of fourteen and a half pass—many with distinction in the paper and the oral examination—a public examination entirely on Direct Method lines, in which free composition is compulsory and translation into the foreign language does not exist, I am led to believe that the latter is a very good way of leading up to the former. At any rate, I contend that this is a legitimate point of view, and that those who do not favour it have no authority to condemn it. *Soit dit en passant* that it is much more *direct* than the plan pursued in many so-called Direct Method first books, in which grammatical exposition takes the form of a *résumé* at the end of the book or at the end of so many lessons, in complete isolation from the lessons themselves.

Whatever particular method we favour, the prime necessity in our teaching is system and organization fearlessly tested by the observation of results. It is in this respect that the author finds much of the teaching at fault to-day. 'There is not enough writing, and not enough progress

in the type of writing; there is not enough reading, and the reading in the upper classes is not of an intelligent type.' . . . 'The Direct Method expresses neither more nor less than the theory that language should be taught by direct connection with objects and living ideas. But practical considerations make it absolutely necessary that the most detailed and careful organization should be used to make the theory possible in English schools. The type of teacher who believes that he is using the Direct Method by playing with gramophones, picture post-cards, maps of France, and the *Marseillaise*, by teaching one day a set of words, whether names of actions or names of objects, without making sure that those words will be used again, not only in the same connections, but in many other connections, is in effect not a teacher using the Direct Method principles, but a music-hall entertainer who is wasting the time of his class and exhausting his own nervous system.'

The importance of time as a factor in modern language teaching is rightly emphasized. 'When we consider that the whole knowledge of a language depends originally on remembering both the sounds and the sense of a very large number of words and usages, it is obvious that only a sufficiency of time will enable the learner to build up such a new association group.' Have we this 'sufficiency of time' at our disposal? Those teachers who can answer the question in the affirmative may regard themselves as exceptionally fortunate. Many of us feel the pressure so much that we dare not follow the author's advice and devote the whole of the first year to pronunciation and vocabulary, but have been forced to introduce the systematic study of grammar towards the end of the first year. The fact is that actual conditions in most cases will not permit of our proceeding entirely on the principle that a

language must be acquired by practice. If we are to cover the necessary ground we must be content to teach some of it theoretically and trust to future opportunities to enable the pupil to turn theory into practice, and use his science to perfect his art. A little computation will soon tell us how much actual practice each boy in a class of thirty, with four periods of three-quarters of an hour per week, for forty weeks in the year, is likely to get in a four or five years' course. Suppose that two boys, on leaving school, go to France for six months. One has covered the ground and has a pretty complete theoretical knowledge of the language; the other has not been able to cover the ground—his grammar is shaky—because he has devoted much more time to oral practice. Which is likely to speak French more fluently and correctly at the end of the six months? For my part, I have no doubt as to the answer.

All who have made use of the practice known as *Explication de Textes* or *Lecture Expliquée* will agree with the author when he recommends its adoption in the last year. Here, as in the case of the text on which grammatical teaching and composition are based, there is much to be said for comparatively short, well-selected passages in preference to complete works. Snippets, we know, must not be mentioned except for purposes of condemnation in well-regulated educational circles, but we may perhaps distinguish between a snippet and a well-chosen passage, complete in itself and illustrative of at any rate one style of the writer from whose works it is taken. On the other hand, measured lengths of a continuous story cut up into sections to which sets of exercises are to be attached, are snippets of the worst type. Let us distinguish. If our aim is the enlightened appreciation of a piece of literature as a work of art, obviously we must study it in its entirety. If, however, our reading

has as its object to form the basis of instruction, whether in grammar, diction, or style, then the selected passage suits our purpose best. It must be borne in mind, too, that, with the limited time at our disposal, the use of *morceaux choisis* is unavoidable if we are to give our pupils practice in a variety of style, vocabulary, etc.

For the appreciation of literature the ability to pronounce the language correctly is a necessary condition. Hence phonetic training at the beginning of the course is indispensable. Here, again, time limitations compel us to confine ourselves to a strictly practical aim. Our object is to teach the pupil to pronounce French, not to make him a phonetician. The author's preliminary phonetics course seems to me unduly full. I would cut out much of the theory and concentrate on obtaining the proper production of speech sounds which do not occur in the mother-tongue. Full advantage should be taken of all available practical tips; e.g., to place tongue and lips in the position for whistling in order to produce the sound [y]. As long as we get the sound correctly, theory does not matter, for the pupil. The teacher's knowledge is quite another affair. On the other hand, more attention might well be paid to the transition stage from script to conventional orthography, or, in other words, to the study of orthoëpy. French spelling is at any rate phonetic to this extent, that we should be able—with a limited number of exceptions—to infer the pronunciation of words from their spelling.

'The success of the Organized Method of teaching modern foreign languages depends,' says the author, '(1) upon the knowledge, the scholarship, the teaching ability of the teacher; (2) upon the most careful preparation of lessons, term courses and year courses; (3) upon the most careful organization of the work throughout the whole school, so that each



year's work is co-ordinated with the next year's work, so that there is ample revision, definite progress, and no wastage or overlapping of effort.' We may add that these are necessary conditions of success by any method. The importance of organization and co-ordination cannot be over-estimated, and it is well that inspectors should keep close watch upon them, always bearing in mind the fact that the modern language teacher is not always, alas! a free agent in this matter, and that the best constructed syllabuses may be stultified by arbitrary promotions and weaknesses of classification and grading over which he has no control.

Limitations of space forbid the discussion of the detailed treatment of modern language teaching contained in this highly interesting and suggestive little book. Enough has been said to make clear some of the author's general principles as set forth in the introduction, and as every earnest modern language teacher should certainly read the book for himself, it would scarcely be fair to author or reader to draw more fully from it.

It is impossible, however, to resist the temptation of making one or two more quotations.

'It used to be said by the reformers that we should teach a foreign language to a child in the same way that it learnt its own language. Let us examine that statement. First, it is not logical, because it confuses the meaning of the two words "teach" and "learn." The child learns because he finds it really necessary. It is taught, to a large extent, in spite of itself. Next, the statement supposes that the child is to have as much time to learn the foreign language as it had to learn its own language (which, by the way, it has not finished learning yet), and that while learning the foreign language, it has no distractions, just as it had no distractions when it picked up its

dictionary knowledge of the mother-tongue. And all these suppositions are wrong. The process of learning its own speech was a natural process. That of learning the foreign speech in school is an artificial process. In order that the learning of a foreign language should be a natural process the learner must find himself in the dire necessity of speaking the foreign tongue or for ever holding his peace. In learning its natural speech the child has unlimited time at its disposal; when it is being taught a foreign language it has at most five hours a week. And on either side of these five hours its own language is for ever setting up previous claims to interest and attention.'

We may add that the child who is acquiring his own language is embarking upon his first linguistic adventure. He starts with a *tabula rasa* as far as language is concerned. When he comes to study a foreign language, however, he already has in his possession a large amount of linguistic knowledge and experience. Thus, to take an example, when he first learns to apply the name 'horse' to a quadruped with which he has become familiar, he forms a direct association between the word and his mental image or concept. This association at length becomes 'inseparable,' as the psychologists say. In learning the meaning of 'cheval,' however, he is in a totally different position. We may try as we will—by exclusion of the mother-tongue, the use of pictures, etc.—to set up in his mind a new and independent association between the idea and the French word; it cannot be done. The idea is already so inseparably associated with the English name that the latter will rise into consciousness along with the former. The utmost that can be achieved is to form a new group of three: idea, English name, French name. The association between the native and foreign words will, however, be more direct for a long time than

that between the new name and the concept, partly because two names for the same thing naturally suggest one another directly, and also because the association between the old name and the concept cannot be broken down. It is only after long and copious practice in the foreign tongue that anything like equality will assert itself among the three members of the group. Time is therefore saved by telling the pupil at once that 'cheval' is the French equivalent of 'horse,' and then using the foreign word as frequently as possible in various contexts in the foreign language without further reference to the English equivalent. The building up of the direct association (at which we all aim) will not be delayed—rather the reverse. It is to be wished that all those who talk glibly of 'direct association' and the *Sprachgefühl* would look into the matter a little more deeply from a psychological point of view, and also test their theories carefully by results.

The author sums up the matter with characteristic moderation and common sense: 'Let us try to teach in such a way that the child learns by direct association with the object or its representation, but when we fail to get the direct association let the English word come in at once, let it come in once only, so that it is quite clear, then let the French take up the strain.'

A distinction must be made, too, between the rapid reading of easy texts without translation and the study of a passage on which instruction is to be based. In the former case the introduction of the mother-tongue by way of explanation may well be reduced to a minimum. It is not essential that every pupil should understand every word. In the latter case, where this is essential, time will be saved by translating the piece through once and then putting the English aside.

Time is the all-important consideration. If the pupil leaves school without having covered a certain amount of ground, his knowledge will be so fragmentary that it will soon evaporate when practice ceases. Whatever method we employ we must, in view of the artificial conditions, give *some* theoretical teaching. With the limited time at our disposal and the large numbers by whom that time has to be shared for purposes of practice in speaking, the pupil's working knowledge of the language, if gained only in a practical way, will be very limited and fragmentary by the time he reaches the average leaving age. If he is to take away with him something of lasting value, we must see that we furnish him with a *conspectus* of the language which will form the basis of further progress: mere psittacism will not serve. He must have a theoretical grip of the language, a permanent foundation on which to build when future opportunities of practice present themselves. We may put this in another way by saying that the grammatical field must be covered, and that if we have not time to do all this inductively we must do some of it deductively. After all, rules have to be learnt, even by the French child if he is to speak and write his own language correctly. He may learn to *say* 'Elle s'est lavé les mains' and 'Elle s'est avée' without instruction, but in order to write it he must understand the rule. Even if some sort of *Sprachgefühl* or copious reading enabled him to obey it unconsciously, why should such a process be considered as superior to an intelligent comprehension of the principle involved? To what extent is it advisable to spend time on rediscovering what is already known? One fact is clear, that if we are to teach the whole of grammar inductively, we must have much more time to do it in than is now the case. Let the example come first by all means; not in



haphazard fashion as it arises in the text, but in the lesson assigned to it in the teacher's scheme for the year's work. If the pupils can *readily* infer the rule, well and good; if not, let it be explained. At any rate, it must be learnt, and assimilated by abundant practice, first in specially prepared exercises and subsequently in continuous speech.

The author rightly sets his face against the "construe" translation type of lesson,' and points out that the chief objection to it is that in it 'the mother-tongue reigns supreme.' It is perhaps worth while to point out in this connection that in the converse process (translation from the mother-tongue) it is the foreign language that reigns supreme. No word of English need be spoken. The written English merely supplies the ideas which are to be expressed in the foreign tongue, keeping the pupil in the desired channel, compelling him to tackle the particular problems of the foreign language on which he is to concentrate his attention for the time being.

Mr. O'Grady has cleared the air. His book would have been well worth the writing if only for its condemnation of the 'natural method' fallacy, its insistence on vocabulary being an integral part of the lesson and not learnt in iso-

lation, his claim that the present neglect of English grammar—to the great hindrance of foreign language teaching—should be remedied, his plea for more thorough organization in 'modern language teaching, for the careful preparation of the syllabus for the term, the year, the course, so that the work in each form is a stepping-stone to that in the next and the grammatical field is systematically covered.

Finally, the author deserves our thanks for pointing out that the 'Direct Method' is not a method at all. It is a principle which different teachers may make use of in varying degrees according to the conditions under which they teach and the method that suits them best. The personality of the teacher is apt to be lost sight of: it is the all-important factor. I remember being shocked, years ago, on hearing a modern language teacher say that discipline was the chief essential in getting your pupils to pronounce correctly. I am not sure that he was so far wrong. New methods will come and go, and every new educational bagman will get customers for his novelties. Discipline, organization, personality, driving power, will remain the things that matter most.

S. A. RICHARDS.

### WANTED—A POLICY.

MAY I be allowed to protest against the really amazing outburst directed against me in Professor Williams's article, entitled, 'Wanted—A Policy,' which appeared in the last number of MODERN LANGUAGE TEACHING? I submit that it is not only a complete travesty of my words, but a wholly unwarranted attempt to force on to me sentiments that I have never expressed or even hinted at, and which, I need hardly say, I utterly repudiate. The words of mine on which Professor Williams bases his attack will

be found in my rejoinder to Mr. Hutton's reply to the protests aroused by the composition of the Modern Language Sub-Committee appointed to consider the question of the attitude of the Association towards the teaching of German and other foreign languages in schools. The passage in question reads as follows:

'As regards "exotic influence," has Mr. Hutton never heard of schools where German is compulsory as the first foreign language, and where for the second language (begun later) French and Latin

are alternatives? Is he unaware of the German propaganda that has systematically belittled French and all things French? What thinking person does not feel the influence, sometimes underhand, sometimes loud-voiced, that has permeated not only our education, but many other phases of public life? It is this lack of appreciation of the lessons of the war which makes us suspicious of the strong Germanic element in the Subcommittee and really disqualifies any of our German specialists from figuring on any Committee such as the one in question. They failed to warn us in the past, and they cannot blame us if we have no confidence in their advice for the future.'

From this passage—the meaning of which is plain enough, I should have thought, to any unprejudiced person—Professor Williams, after characterizing my words as 'vague and sweeping accusations,' proceeds to deduce not only very intemperate but very precise conclusions, such as the following: that my words 'amount to a denunciation of the German specialist as a traitor to the common cause'; that it is my purpose to hint that he (Professor Williams) 'is engaged in abetting a pernicious German propaganda'; and that I 'desire to reflect on the personal honour of German specialists'—among whom, I may say, I have the honour to count several personal friends. The most charitable construction I can place upon Professor Williams's language is that he is having a grim joke at the expense of some of us; or that he is attempting to draw a very red herring across the track, apart from the *other* less ruddy herring which he has undoubtedly pressed into his service. I may point out that I had already anticipated this possible pastime in my reply to Mr. S. A. Richards, to which I beg to refer the reader. Must I again repeat that the question at issue has nothing

to do with patriotism? It has never entered anybody's head, as far as I know, to call into question the patriotism of our German specialists, or to suggest in the slightest way that they were accomplices in their own victimization. If many of us are suspicious or doubtful about the advice tendered by some of them in matters of education, especially as regards the future of German in our schools, it is simply because we know that they have misread the situation in the past. Would it not be more becoming if they stood aside, as many are doing, and allowed others to take the leading part in the settling of a problem which now assumes a different character in view of the pressing claims of the languages of our Allies? They can hardly claim as a body to have been successful in at least part of the task which is expected of them, and which, according to Professor Williams, ought to be (I hasten to add that I do not entirely endorse his definition) 'to keep an understanding watch on the life activities of the German.' To me it appears that they failed because they did not fully realize that the literature and art of a people are the true expression of its psychology; living too much in the past and intoxicated by the sweet perfumes of the great days of German literary efflorescence, they seem to have been oblivious of the fact that the German leaders have for generations past, and in swelling crescendo, been preaching the cult of militarism and infusing the 'virus of organized brutality' into the minds of the German people. Our German specialists (and they are not the only ones to have shared that fate) have been shamefully deceived. They hoped, so I conceive the matter, that by infusing an element of German culture into our academic and social life they would help to purify it and strengthen it and lay its basis wider and deeper, and now we find that this culture



is only Kultur—a thing to be detested. Their position, I own, is a painful one. They would have met with more sympathy, I venture to think, if so many of them had not attempted to ignore or misread the lessons of the war. Professor Williams, I suppose, will again protest against what he calls the introduction of the 'political atmosphere' into our discussions. I am sorry—but there is a war of some importance going on which embraces everything and everybody, including himself and myself. There has been a German influence and propaganda which has found many innocent and unwitting victims—or can it be that Professor Williams denies it? The teaching of a language and literature connotes the life and soul of a nation, and for that reason you cannot, try as you will, get away from the 'political atmosphere.' A literary masterpiece is above all a work of art, reflecting a nation's life in some aspect or other; as Dr. Rouse has reminded us so aptly, the essential thing is the work itself, and what scholars may say about its structure and its grammatical forms has comparatively little importance. If we had been mindful of these simple truths, we should hardly have sent many of our French specialists to complete their education in Germany! Here we have, I submit, an admonition to beware of the German influence, and to de-Teutonize many things in our methods of approaching the *living* languages, lest in our desire to be very 'scientific' we merely dissect the body and leave the spirit to fly away unperceived.

This narrow view of the functions of a teacher of foreign languages has had regrettable effects in the past, and it is to be hoped that it will be replaced before long by a more liberal conception. But apparently the rôle in future of teachers of foreign languages, without exception, if we are to believe Professor Williams

and those who think like him, is to be that of alert watchmen on the lookout to snap up what 'profit' they can, in the spirit of the famulus Wagner. This method may be necessary for German, but I protest emphatically against its application to the *other* foreign languages. I say frankly that rather than accept that part, I would prefer to break stones, for in spite of what has been said by some of the participants in this controversy, I still believe that intellectual sympathy is an essential in the study of foreign tongues and peoples, by which I do not mean that each should merge its individuality in the other, but that each should know and respect the other while retaining its own national character. The logical conclusion appears to be that the *raison d'être*, as Mr. C. D. Campbell pointed out more than a year ago, of the teaching, as instruments of culture, of German literature and the German language, has vanished, at any rate for some considerable time. But there is also the purely practical side of the question. It would be foolish, I agree, to abandon the study of German in our schools, a consummation which as far as I am aware no one has ever seriously advocated, and concerning which we need not have the slightest fear, because of the undoubted utilitarian value of that language. Mr. M. Montgomery, who asks the Association to frame a policy as regards the future of German, need not be alarmed. A policy is required, not as regards the future of German, which is already deeply entrenched in our schools and Universities, and can well look after itself, but as regards Russian and Italian, not to speak of Spanish. I am firmly convinced that if the Association and other kindred bodies do not press strongly and immediately the claims of these languages to a place in our *school* curriculum, they will never take real life, but merely languish in our Universi-

ties for lack of the necessary students and teachers. That is the policy which in my opinion the Association should take up, and which I hope those who

think as I do will lose no time in urging in the columns of MODERN LANGUAGE TEACHING.

L. E. KASTNER.

### LE PAUVRE SUBJONCTIF.\*

Un poète très connu publiait l'autre jour, dans un journal très répandu, un poème intitulé: 'La Fête de la Marne.' Entre autres belles choses, on y lisait ces deux vers:

P'us tard, plus tard, enfant de demain, toi pour qui  
Ces vaillants seront morts avant que tu naquis. . .

Avant que tu *naquis* ! On croit avoir la berlue, on se frotte les yeux, et l'on relit. Mais on a beau examiner le texte et le contexte, c'est bien cela ! *Naquis* n'est pas une faute d'impression; le poète n'avait pas écrit: 'avant que tu *naquisses*'; il n'y a pas l'ombre d'une rime en *isse* dans le voisinage, et *naquis* rime manifestement avec *qui*; l'auteur ne peut bénéficier d'aucun doute. Il lui était si facile d'écrire: 'quand tu n'étais pas né' ! Il semble n'avoir employé une tournure qui exigeait un subjonctif (ou un autre) que pour bien manifester son dédain de ce mode malheureux.

Il est clair que le subjonctif éprouve une certaine difficulté à vivre. A l'imparfait, il a contre lui le pédantisme à la cavalière et de bizarres préjugés phonétiques. Car enfin si M. Albert Glatigny a pu intituler une de ses pièces: 'L'Illustre Brizacier,' sans que personne l'accusât de cacophonie, pourquoi *brisassiez*, du verbe briser, serait-il intolérable ? Et que reprochez-vous à *aimassiez*, du verbe aimer, puisque vous n'avez pas d'objection contre *émacié* (un visage émacié) ? Des écrivains croient paraître légers en taxant de lourdier l'imparfait du subjonctif et en le bannissant rigoureusement de leurs ouvrages.

\* From *Le Temps*.

Rémy de Gourmont, qui avait beaucoup de talent, mais un jugement vacillant, a soutenu qu'en presque toute circonstance ce triste imparfait n'était plus guère qu'un signe de mauvaise éducation. Et peut-être Gourmont a-t-il dit le contraire un autre jour: il excellait à se contredire; mais ce jour-là il a dit une absurdité. Un signe incontestable de mauvaise éducation, c'est de ne point parler correctement. Et si l'imparfait du subjonctif a l'air affecté, la faute en est aux ignorants et aux plaisantins qui attentent contre la langue. Ce sont eux qui sont mal élevés. Mais la situation s'aggrave, et c'est tout le subjonctif, même au présent, qui tend à disparaître. Déjà, dans ce même article de 1910, Gourmont notait que le peuple dit: 'J'attends qu'on *sort*. Je veux qu'on *vient*. Il faut qu'on *finit*.' De la conversation populaire, ce solécisme affreux passe peu à peu dans l'imprimé.

Nous avons reçu à ce sujet une intéressante communication d'un des meilleurs et des plus subtils écrivains de ce temps, qui malheureusement ne nous autorise pas à publier son nom. Il a relevé dans divers journaux des phrases comme celles-ci: 'Cela dura jusqu'à ce que l'infanterie allemande *déboucha* (*sic*) du bois au pas cadencé. . . Tirpitz a fait de la flotte allemande le plus puissant instrumnet qui *a* fait ses preuves dans la guerre. . . Il est possible que l'idée de faire cueillir des lauriers au kronprinz *a* fait décider que l'attaque. . . Elles ont refusé de quitter la ville bien que l'ennemi se *rapprochait*. . . Poursuivre la guerre un an, deux ans, jusqu'à ce qu'elle *aura* à droite et à gauche annexé et fait évacuer. . .'



Notre correspondant constate que cet infortuné subjonctif a presque complètement disparu de la langue anglaise, et il craint que cette faillite ne soit également inévitable chez nous, à cause de la tendance qu'ont toutes les langues à se simplifier. Mais cette simplification n'est qu'un pseudonyme de l'ignorance, et le 'sabir' ou le 'petit nègre' sont encore plus simples. Nous estimons qu'il serait possible de réagir. Il faudrait seulement que les professeurs daignassent prendre quelque soin de la santé de la langue, au lieu de s'hypnotiser dans un fatalisme pseudo-scientifique: et il faudrait d'abord qu'ils ne donnassent point le mauvais exemple, jusqu'à tolérer de grossières fautes de français dans des thèses pour le doctorat ès lettres. Il y a un intérêt majeur à sauver le subjonctif. Nous sommes entièrement de l'avis de notre éminent correspondant lorsqu'il l'appelle un 'instrument délicat de pensée,' et lorsqu'il ajoute: "Avec le subjonctif, avec le sens, le besoin du subjonctif, tendent à disparaître les règles qu'avait imposées un sentiment subtil de relation, de subordination, de dépendance. Par exemple, on accorde de moins en moins, dans le langage courant, les participes; on entend dire couramment: L'enveloppe qu'ils ont ouvert (*sic*). . . . Il n'est plus question de nuancer sa pensée: il n'est même plus question de penser du tout. On exige des autres et de soi des opinions nettes, tranchées, des convictions franches, des tournures indicatives. On suraffirme. On écrit: La ville assiégée n'a *jamais* souffert *un seul instant* de la famine. . . . Cette lutte énorme qui probablement

sera la plus sanglante de toutes les batailles précédentes. . . . Nous devons vouloir que, de plus en plus, elle lui ressemble de moins en moins. . . ." Notre ami croit que la guerre a beaucoup contribué à multiplier ces erreurs et ces négligences. Il termine ainsi: "Encore un peu de temps et l'emploi du subjonctif, l'application de certaines règles de notre grammaire, celles-là même qui faisaient dire que notre langue était une éducation de l'esprit, va paraître une affectation. Encore un peu de temps et la langue d'un écrivain, je ne dis pas précieux, mais simplement correct, va paraître archaïque, savante, artificielle. Encore un peu et nous allons voir se creuser entre notre langue écrite et notre langage courant cette sorte de fossé qui, du temps de Tacite. . . . Voilà pourquoi M. Albert Sarraut, en protégeant nos études classiques, a droit à notre reconnaissance. Du train dont allait l'instruction, la nouvelle génération allait être incapable je ne dis pas d'aimer, mais même simplement de comprendre les classiques auteurs où se reconnaît et s'admire la France, où chacun de nous prend conscience de soi."

La séparation de la langue littéraire et de la langue populaire serait un malheur à la fois pour la littérature et pour le peuple. Nous l'avions, en somme, évitée jusqu'ici. Il serait cruellement paradoxal qu'elle s'accomplît sous le régime de l'instruction obligatoire, qui fournit au contraire les plus sûrs moyens de l'empêcher. Mais il faut avoir la ferme volonté de s'en servir et ne point se donner de prétextes pour pactiser avec le jargon.—P. S.

### CORRESPONDENCE.

[*The opinions expressed in this column are those of individual contributors, for which the Association takes no responsibility.*]

#### THE FUTURE OF GERMAN.

MR. WILLIAMS is quite correct. I think German is useful for students (although not nearly so useful as it claims to be),

but that German as taught in schools aims at being more than useful; it aims at producing sympathy for German ideals, and it has that effect, as members of the

Modern Language Association show by their warmth in discussion. But I think that the influence of Germany on scholarship and on culture in the last two generations has been bad, and that it ought to be got rid of. This cannot be done without a strong effort, since Germany has an extraordinary power of dazing and bamboozling those who come across her. German and English ideals cannot live together, and as I am an Englishman I want Germans and German influences turned out of England, which was Queen Elizabeth's successful way of dealing with the same problem. No literary charms, even if they were far greater than any there are in German, could compensate for what Englishmen have lost through German influence, and for what they will lose if this subtle poison is not got rid of. I see nothing absurd in this view.

W. H. D. ROUSE.

#### ALIEN ENEMIES.

WE are at war with an enemy who seeks to destroy not merely our military and commercial power, but also our national soul. We are to think his thoughts, adopt his ideals, applaud his acts. He would be a true tyrant, one who would deny to the snow-white bird its sanctuary beneath the Throne of the Most High.

To such a foe, until conquered and repentant, weakness in action or thought is, in effect, a crime against humanity.

The Executive Committee of our Association seems to have blundered into such weakness. Two years after the war had been forced upon us by the nation that struck medals for the destruction of the *Lusitania*, some of the members of the Association discovered, to their great surprise and deep discontent, that there were still upon the list of members the names of interned enemy aliens and enemy aliens living abroad. It was to be assumed that they were dangerous to our cause in thought and, if possible, in act. I wrote to the Chairman and Hon. Secretary to suggest the removal of these names from our list. The suggestion was ill-received. I pressed the matter, with the result that it was discussed by the General Committee. Expulsion was rejected by 9 votes to 8, and 'suspension' carried by 13 votes to 2.

If this action means that the Modern Language Association is to be used to

re-establish friendly relations with Germans and Austrians after the war, as I have some reason to think it does, then those members who agree with me will say that the Modern Language Association is not a body to which patriotic English men and women can belong.

To test the feeling of the general body of members in this matter, I hope to bring forward at the General Meeting a resolution in favour of expulsion and against the election, in future, of any German or Austrian.

A. A. SOMERVILLE.

#### EDUCATIONAL MODERN LANGUAGES.

IN your October number appears an article on 'Educational Modern Languages' which contains remarkable statements.

'The acquisition of the Romance languages is not appreciably helped by French.' Bold—very bold; doubtful—very doubtful. But the remark is explained by the writer saying: 'French has lost, in practice at least, the tonic accent characteristic of the neo-Latin languages!' This is still more astounding than the former statement, but *elucidatory*, as clearly the writer has not a real knowledge of the French language.

There are other astounding statements, but I will not go much further than this note of warning and protest, merely adding that, as French is distinctly the hardest—or, at least, one of the hardest—of the neo-Latin tongues, a knowledge of it enormously facilitates the study of any Romance language whatever, provided that the knowledge be: (1) reasonably thorough; (2) philological.

My own order in learning Romance languages was: (1) French (from age of five or six); (2) Italian (from age of thirteen); (3) Provençal and dialects, Sardinian, Old Portuguese and Catalan, and the principal dialects of Northern France and Italy, with a general survey of Romance territory, at a later date; (4) then a study on the spot of the dialect of Upper Savoy (chiefly oral); and (5), lastly, the lingo of Marseilles—this last as yet far from complete and purely oral.

This order was accidental; but I am sure that an early acquaintance with French enormously facilitated the study (in my case) of Romance languages, and is a good way to begin for *Englishmen*, having regard to the close affinities existing between Old and Modern French and Modern English?

To proceed 'from what is near to what is far'



a sound and rational principle in education, and specially so in languages.

Further, at the risk of being thought rude in challenging your contributor's opinions on so many points, I would suggest that the charm of Alphonse Daudet lies in Southern humour combined with the *Francian* language, tempered, of course, by some Southern elements, notably in *La Chèvre de Monsieur Seguin* or in *Tartarin*.

It will be seen in conclusion that, I think, the whole article to which you give pride of place is misleading; and perhaps I may say to the writer politely: 'Garça mi lou camp dusque Pasca!' I can't guarantee the spelling of this bit of Southern slang, but its meaning is roughly: 'Vamoose the ranche!' Needless to say, nothing personal is intended.

AN ENGLISHMAN.

## FROM HERE AND THERE.

*[The Modern Language Association does not endorse officially the comments or opinions expressed in this column.]*

THE DEED OF FOUNDATION OF FOUR LAMING SCHOLARSHIPS AT THE QUEEN'S COLLEGE, OXFORD, IN MODERN LANGUAGES.

WHEREAS HENRY LAMING, of 8 Leadenhall Street in the City of London, has offered to the Provost and Scholars of the Queen's College in the University of Oxford a sum of £10,000 for the foundation of Scholarships tenable by persons educated at Cheltenham College, and for the making of grants to these Scholars to prosecute their studies abroad, with a view to the encouragement of the study of modern languages and the literature, history, and geography of foreign countries and for the better understanding of the economic and other relations of this country with them, and especially at the present time with Russia, and for the provision of a University training for those persons who intend to enter upon a business career in foreign countries, or into the Diplomatic service, or into the Consular service, or other kindred service of the Crown:

And WHEREAS by resolution dated the twenty-first day of October, 1916, the Provost and Fellows of the Queen's College, Oxford, accepted such gift and expressed its grateful appreciation of the donor's generosity:

And WHEREAS it is expedient to prescribe regulations to carry out the wishes of the said HENRY LAMING, Esq.:

The College agrees to the establishment of the Scholarships under the conditions expressed in the following regulations:

1. The Fund shall be invested in the name of the Provost and Scholars of the Queen's College in the University of Oxford, hereinafter referred to as 'the College,' in Government securities or in any other securities in which Trustees are by law allowed to invest trust money, with power for the College from time to time to vary such securities for others of a like nature, and the

income shall be devoted to the maintenance of four Scholarships, to be called the Laming Scholarships, and for the purposes mentioned hereinafter.

2. One Scholarship shall be awarded annually after examination, provided that a suitable candidate shall present himself, of which suitability the Provost and Fellows of the College shall be the absolute judges, and shall be tenable by any person qualified as hereinafter provided who shall have been educated at Cheltenham College for the two years last preceding the day of election or last preceding the date of his matriculation.

If upon any occasion no candidate of sufficient merit shall present himself, the Provost and Fellows may offer the Scholarship in that case for general competition, provided that the Scholarship shall always be awarded for excellence in modern languages.

3. The election to the Scholarships shall be vested in the Provost and Fellows of the College, who shall have power to regulate the character and conduct of the examination, provided always that the objects of the foundation are kept in view.

4. No person shall be eligible to a Scholarship (1) unless his father was a natural-born British subject; (2) unless his age on the date fixed for the examination is less than nineteen years; (3) unless he has produced testimonials of his moral character satisfactory to the Provost.

The candidates shall be examined in at least two modern languages from among a list of modern languages drawn up by the Provost and Fellows, a preference being given as between candidates of equal merit to a candidate offering such language or languages, if any, as the Provost and Fellows may specify in this behalf in the regulations of the examination.

That candidate shall be elected who after such examination shall appear to the Provost and

Fellows to be of the greatest merit (regard being had to any preference that the regulations give in respect of a particular language or particular languages) and most fit to be a Scholar of the College.

5. No person shall be eligible for election to a Scholarship who shall have exceeded the fourth Term from that of his matriculation inclusive.

6. The emoluments of every Scholarship shall be of the value of £100 per annum, and provided that the Scholar pursues the study of the language in respect of which he was elected shall be tenable in the first instance for two years, but not otherwise. Subject to the same provision the Scholarship may be continued for a further period or periods of one year, or for a further period of two years if the College is satisfied with the conduct, industry, and progress of the Scholar, but shall in no case be tenable at the University for more than four years in all.

7. No Scholar shall be entitled to receive any emolument in respect of his Scholarship until he has passed Responsions or some examination statutorily exempting a candidate for the B.A. Degree from passing Responsions.

8. The Laming Scholars shall be subject to the same conditions of residence, instruction, and discipline as are laid down in the statutes of the College, for the time being for the Scholars of the College, and they may be fined or deprived and they shall vacate their Scholarship for the same cause as other Scholars of the College.

9. Whenever the income of the Fund is more than sufficient to pay £100 per annum to each of the Scholars the surplus income, together with any income accruing during a vacancy in the Scholarships and also any income accruing until the full number of Scholars has been elected, shall be carried to a Reserve Fund.

10. The Reserve Fund may be invested and (subject to clause 11) the Provost and Fellows may from time to time, either out of the income or out of the capital of the Reserve Fund, make a grant or grants to a Laming Scholar, provided that no Scholar shall receive from this source a sum exceeding £150 in all, and also provided that as a condition of his becoming entitled to the grant he shall be required to spend a specified period, not being less than three months in any one year, in residence abroad for the purpose of study at some place or places approved by the College, and also provided that no Scholar in receipt of a grant shall have exceeded the twentieth Term from his matriculation.

The College may require the Scholar to produce such evidence of diligence in the prosecution of his study as they think expedient.

11. The expenses of the administration of

the Fund, including if the College think fit, the payment of an honorarium to any examiner or examiners in any case in which they are specially appointed or in which the College is put to additional expense by reason of examining for the Scholarship, shall be paid out of the Reserve Fund.

In WITNESS whereof we have set our hands, and the seal we make use of upon these occasions, this Eighth day of November in the year of our Lord one thousand nine hundred and sixteen.

The College seal was affixed in the presence of

E. ARMSTRONG, *Pro-Provost*.  
GEORGE B. CRONSHAW, *Bursar*.  
E. M. WALKER, *Fellow*.

L.S.

Approved and accepted by the resolution of the Council of Cheltenham College, holden October 28, 1916.

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#### ANGLO-PORTUGUESE RELATIONS.

Senhor Carlos Gomez (Honorary President of the Lisbon Chamber of Commerce), at a conference held at the London Chamber of Commerce recently, outlined a scheme for an Anglo-Portuguese Institution which he desires to see established in Great Britain. Senhor Gomez, who was Portuguese representative at the Paris Economic Conference, advocates the creation of an Anglo-Portuguese Institute, having for its object the further strengthening of the ties of friendship which have existed between the two Allies since the Fourteenth Century. Such an Institute would be scientific, including literature and the arts and crafts, and commercial, comprising the study of subjects relating to that term in a wide sense. He suggested that an Organizing Committee should be formed to give effect to the proposal in conjunction with a similar Institution in Lisbon, in regard to which an influential Provisional Committee had been set up.

Discussion took place, in the course of which the fact was elicited that a similar proposal was under consideration regarding Italy and was receiving support from eminent men and business firms interested in Italian trade.

Sir Albert Rolit (President of the Anglo-Portuguese Chamber of Commerce) said that the Chamber was most desirous of doing everything in its power to cement and develop the commercial relations with



Portugal, and had most actively helped to remove obstacles to trade, such as the absence of "most-favoured nation" treatment for Great Britain in Portugal and differential treatment against Great Britain and in favour of Germany, Scandinavia, and other nations. The Chamber would do its best to help forward any new movement which had that object in view and which was likely to attain it. He referred to the practical encouragement which had been given by the Anglo-Portuguese Chamber of Commerce and the passing of the Anglo-Portuguese Treaty of Commerce, after a strenuous and successful campaign lasting over ten years.

On the motion of Mr. C. Rozenraad, seconded by Sir J. Roper Parkington (Vice-Presidents of the Chamber), it was resolved to support such an institution subject to details, and to give thereby a new proof of the desire to strengthen, as was done in the past, the relations between Great Britain and her oldest Ally.



#### FOREIGN LANGUAGES AND SPECIAL TRAINING.

At the same time, schemes of a too ambitious character at the outset are deprecated, and especially are we glad to note that the article emphasizes in the strongest terms the necessity for the acquirement of foreign languages, and of just that business and financial training which ought to be the foundation of any reforms in the direction of expansion of our financial and banking activities. 'It is interesting to note,' says the *Round Table*, 'that the National City Bank of New York has, with characteristic American energy, put in motion a big scheme for training a large number of Americans in international banking and in a knowledge of foreign countries. Other American institutions are following suit. It is work which we also must take up with thoroughness.'



We regret to announce the death of Mr. J. P. R. Marichal, of the 44th régiment d'Infanterie, who was killed in action at Hem Wood, Peronne, on August 18th. He was formerly Lecturer in Romance Philology at Queen's University, Toronto, and was one of the survivors of the *Lusitania*. He leaves a wife and three children.



We have received 'A Programme of Education Reform,' issued by the Education Reform Council, of which Sir Henry Miers is President and Professor Gilbert Murray and Dr. Sadler Vice-Presidents. Many points are dealt with: The Continuity of Education, The Supply and Training of Teachers, The Training of Character, Junior Scholarships, Research, Health and Medical Service. We print in full the section on curricula:

1. It is understood that the necessary arrangements will be made for religious and moral instruction.

2. In all schools there should be great attention to English, spoken and written.

3. The curriculum for children under eleven (or twelve) in preparatory or primary departments or schools (including those preparatory to the endowed Public Schools) should include (a) Physical training, games, dances, and other eurhythmical exercises; (b) Handwork, based mainly on such primitive arts as pottery, weaving, basketry, needlecraft; (c) Drawing, with crayon, brush and pencil; (d) Language, including intelligent reading and learning by heart of suitable verse and prose, training of the voice in speech, writing, oral and written composition; (e) simple Mathematics—i.e., the elementary study of number and space; (f) History and Geography; (g) the beginnings of Science, by study of environment and of plants and animals; (h) Vocal Music and Musical Appreciation. It is recognized that manners, care of person, cleanliness, tidiness, should be supervised and directly taught in all schools.

4. The curricula of the middle departments of elementary schools should be framed as the earlier part of an educational course to be completed at seventeen through part-time departments. As a natural sequence the continuation part-time curricula will include varied developments of the work begun in the middle department, especially those parts more suited to increasing maturity of mind and physique. In Group A schools part of the course will have direct reference to the daily employment.

5. The minimum curriculum for a pupil from eleven to sixteen in a secondary school should include (a) English; (b) History; (c) Geography; (d) a Foreign Language; (e) Mathematics; (f) Science; (g) Vocal Music and Musical Appreciation; (h) Drawing; (i) Manual Work; (j) Physical Training.

Copies of the Leaflet, price 2d., may be had from Mr. F. Fairman, 9, Brunswick Square, W.C.



The *Journal of Education* for December has an important *Modern Language Supplement* which all modern language teachers should read. It gives in full the Report of the Sub-Committee on University Appointments, issued as an inset in MODERN LANGUAGE TEACHING last month. Mr. Cloudeley Brereton writes on the Preparation of the Future Teacher. Mr. Hulton deals with History and the Modern Humanities. Mr. O'Grady has an interesting article on French Poetry in the Class Room. Professor H. A. Strong writes on Modern Language Studies after the War, and Mr. S. A. Richards has a long letter on The Direct Method and Translation. The anonymous contributor who writes on The Work of the Government Committee is evidently a pro-German (in the academic sense). He says: 'Circumstances have decided that French will for generations have pride of place in English education.' Has it no intrinsic recommendations? I agree with the President of this Association when he says that 'it should be the province of France to teach us to purify literature from its elements of disorder.' Further on the writer says: 'To the humanist German is the key to the literature which in importance to the modern world is second only to that of France.' I totally disagree even if English is left out of the question. Many whose judgment counts consider German litera-

ture as only second-rate if Goethe and Heine are excepted. Some even refuse to place Goethe among the first-rate, and Dr. Gosse wishes never to open a volume by either Goethe or Heine again. That German is the language of our most formidable enemy and that it is commercially important (far less important, *pace* the writer, than Spanish or Russian) are not sufficient reasons for giving it a place among the humanistic studies of the class-room.

J. G. A.



The Fifth Annual Conference of Educational Associations will be held at the University of London from January 1 to 6, 1917. Meetings have been arranged by twenty-three associations. The Inaugural Meeting will be held on Monday, January 1, at 3 p.m., when the Master of Balliol will give an address, and Sir Henry Miers will take the chair. The meetings this year will be of special interest, as many of them deal with proposed educational reforms. A Publishers' Exhibition will be held as usual in the east gallery.



The Hon. General Secretary of the Polyglot Club, 5 and 6, Clement's Inn, Strand, would be grateful to anyone presenting any of the copies of MODERN LANGUAGE TEACHING mentioned below, or would be pleased to hear of second-hand copies of the same: Vol. i., Nos. 1 to 6 inclusive, and 8; vol. ii., Nos. 1, 2, and 4 to 8 inclusive; vol. iii., No. 7 only; vol. iv., Nos. 5, 6, and 8; vol. v., Nos. 2 to 7 inclusive; vol. vi., all numbers; later volumes, all numbers.

## REVIEWS.

[*The Association does not make itself officially responsible for the opinions of reviewers.*]

*Colloquial English.* Part I. *One Hundred Substitution Tables.* By HAROLD E. PALMER. Pp. 102. Price 2s. net.

*Colloquial French.* I. *French Fluency Exercises.* By HAROLD E. PALMER and CYRILLE MOTTE. Pp. 50. Price 1s. net. Cambridge: Heffer and Sons.

The English volume differs from the French in that the former has the Phonetic and Orthographic texts bound together, so that the corresponding pages can be brought face to face. The French volume gives only the Phonetic text. The principles on which these books are based have been given in the May issue of MODERN LANGUAGE TEACHING. To those who have mathematical powers it is easy to see that in the

sentence, *He | does it | very well*, if each division has twelve variants, the number of compound permutations is very large (1728, Mr. Palmer says). Table 100 in the English volume has 124,416 compound permutations. In the Introduction to the English volume Mr. Palmer explains how the book should be used, and in the hands of an energetic teacher who has a knowledge of phonetics much progress would be made, not only in fluency, but in idiom. The pronunciation of the English volume leaves something to be desired, and we refuse to accept a pronunciation which makes *sure* and *shore* perfect rhymes. In the French volume each exercise is headed by the number of times the



model sentence should be repeated in ten seconds. The pronunciation is 'rapid colloquial' throughout.

*Further Steps in French.* By WALTER RIPPMMANN. Illustrated by Fred Taylor. Pp. 214. Price 2s. Dent and Sons.

This attractive book completes a two years' course in French which Mr. Rippmann promised when he published *First Steps*. The latter was a great improvement on *Dent's First French Book*. The volume under review is a still greater improvement on the *Second French book*, not only from the point of view of the text, which is both interesting and idiomatic, but particularly on account of the numerous excellent exercises of all kinds. The notes and explanations at the bottom of each page are especially good. The illustrations are not the least feature of an excellent course.

*The Sounds of Spoken English, with Specimen Passages in Phonetic Transcription, annotated and with a Glossary and Index.* By WALTER RIPPMMANN. New Version, rewritten with many Additions. Pp. 152+232. Price 3s. net (separately, 1s. 9d. net each). Dent and Sons.

This is practically a new book. It is impossible within the limits of a short

review to do it full justice. Suffice it to say that it is a thoroughly painstaking and learned piece of work, involving great labour and research, and that it should be in the hands of every student of English, whether native or foreign. The new volume is intended for both, whereas the original was written mainly for English students. A unique feature is the Glossary, which itself will repay careful perusal, if it does nothing more than draw attention to one's own pronunciation. The pronunciation figured is Southern English, but even the Southerner will no doubt find some surprises in store for him. He will probably be astonished to find that the initial vowel in *effect* and *effete*, *Elizabeth* and *Elizabethan*, *essentially* and *exactly*, are pronounced differently. Another important point is the annotation of the specimens. Here the student will get a fund of interesting and important information. The appendices deal with various points, the Pronunciation of Proper and of Foreign names. Varieties of English, Speech, Child Speech, Reading and Imperfect Rhymes. It is altogether a stimulating volume.

## MODERN LANGUAGE ASSOCIATION.

A MEETING of the General Committee was held at University College, London, on Saturday, November 25.

Present: Mr. H. L. Hutton (chair), Mr. Allpress, Miss Ash, Professor Atkins, Messrs. Chouville, Cruttwell, Lady Frazer, Messrs. Fuller, von Glehn, D. Jones, Miss Hart, Messrs. Macgowan, Mansion, Perrett, Richards, Rippmann, and the Hon. Secretary.

Apologies for absence were received from Miss Allpress, Miss Bentinck Smith, Miss Burras, Messrs. Odgers, Rouse, Payen-Payne, and Professor Savory.

The minutes of the last meeting were read and confirmed.

The Report of the Russian Sub-Committee was considered, and their proposals adopted. The scheme is printed below.

Dr. Macgowan was appointed chairman of the proposed Sub-Committee; Mr. Hutton, Vice-Chairman; and Mr. Bullough, Hon. Secretary.

It was resolved that £3 be voted to the Sub-Committee from the funds of the Association, subject to the approval of the Finance Sub-Committee.

It was referred to the Chairman and Hon. Secretary of the Sub-Committee to draw up final draft of Report and to send out a leaflet.

Some recommendations of the Evidence Committee for the Government Committee were considered.

Mr. S. A. Richards was added to the Evidence Committee.

The Evidence Committee were empowered to appoint witnesses to appear on behalf of the Association.

Mr. von Glehn brought forward the question of approaching the Oxford and Cambridge authorities with a view to the modification of or provision of an alternative to the Local Examinations.

The following were appointed a Sub-Committee to consider the matter—Mr. von Glehn (convener), Miss Althaus, Miss Hart, Messrs. Hemsley, Kirkman, Macgowan, Mansion, Rippmann.

The following new members were elected:

Miss J. S. Beattie, M.A., High School for Girls, Stockport.

Miss M. C. Caldwell, B.A., Boys' Modern School, Leeds.

Miss Bertha Davies, B.A., Boys' Grammar School, Soham.

Miss Jane E. Harrison, LL.D., D.Litt., Newnham College, Cambridge.

Miss E. Jackman, Municipal Secondary School, Norwich.

SCHEME FOR RUSSIAN SUB-COMMITTEE, AS  
ADOPTED BY GENERAL COMMITTEE,  
NOVEMBER 25, 1916.

I. The Sub-Committee shall consist provisionally of:

(a) The University Professors, Readers and Lecturers in Russian who hold permanent appointments. The Committee suggest that in case of more than one person representing Russian in a University the head of the Department should be the member of the Sub-Committee; but, if he should be unable to attend, his assistant should be empowered to take his place on the Sub-Committee.

(b) A Chairman and a Vice-Chairman and at least two other members, one of whom shall act as Secretary, to be appointed by the General Committee of the Modern Language Association from amongst the members of the Association. None of these members shall be engaged in the teaching of Russian.

(c) At least two members whom the Committee shall have power to co-opt, either from among the teachers of Russian in the country, or persons whose services might appear useful for the realization of the objects of the Sub-Committee.

NOTE.—Any questions which in the opinion of the Chairman involve matters of principle shall be submitted to the General Committee of the Association.

II. The duties of the Sub-Committee shall be:

(a) To collect all necessary data concerning the number and types of schools in which Russian is taught, and the number of teachers available.

(b) To act as Advisory Body concerning:

(1) The Supply of Teachers in conjunction with the Board of Education and the Foreign Office.

(2) The Training of Teachers in conjunction with Training Colleges and Departments.

(3) Examinations, in conjunction with the Existing Examining Bodies.

(c) To form a list of Teachers suitable for various types of Schools, on which persons shall be placed in virtue of their academic or other qualifications, but without necessarily guaranteeing their special teaching capacity.

(d) To enquire into books and other teaching apparatus, existing or desirable. [N.B.—The method adopted by the Historical Association commends itself as a pattern.]

(f) To interest themselves generally, and if necessary actively, in the development of the Teaching of Russian.

N.B.—All applications, enquiries and correspondence shall be dealt with by the Secretary of the Sub-Committee.

III. The financial liability of the Modern Language Association for the expenditure of the Permanent Sub-Committee shall not exceed the amount of the sums voted from time to time by the Modern Language Association for the purposes of the said Sub-Committee; that the said Sub-Committee shall, however, be empowered to receive for its own use and independently of the Modern Language Association donations or moneys from persons or bodies interested in the study of Russian.

While it is understood that the Sub-Committee shall be reappointed every year, nothing herein contained shall be held to prevent the General Committee of the Modern Language Association from dissolving the Permanent Sub-Committee if the latter should fail to fulfil its functions in a manner satisfactory to the Modern Language Association.

## EDITORIAL NOTES.

Sub-Editors: Miss ALTHAUS; Mr. H. L. HUTTON; Mr. DE V. PAYEN-PAYNE;  
Dr. R. L. GRÆME RITCHIE; Miss E. STENT; Professor R. A. WILLIAMS.

All contributors are requested to send in matter by the 24th of each month, if publication is urgently required for the issue following.

MODERN LANGUAGE TEACHING appears eight times yearly, viz., on the 15th of February,

March, April or May, June, July, October, November, and December. The price of single numbers is 6d. net.; the annual subscription is 4s. 8d. Orders should be sent direct to the Publishers, A. and C. Black, Ltd., 4, Soho Square, London.

(Continued on page 3 of Cover.)



# MODERN LANGUAGE ASSOCIATION.

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## Report of the Committee appointed to consider University Appointments in Modern Languages.

On June 28, 1913, the Executive Committee of the Modern Language Association appointed a Sub-Committee with the following terms of reference :—

*To investigate the facts, and report on the question of University Appointments in Modern Languages.*

To which was added the following instruction :—

*To consider the question from the point of view of the relation between Schools and Universities.*

The Committee was finally constituted as follows :—

Mr. J. G. Anderson (Convener),  
Prof. H. G. Atkins,  
Mr. Cloudesley Brereton,  
Mr. G. F. Bridge,  
Prof. H. G. Fiedler,  
Rev. Dr. W. S. Macgowan,  
Prof. R. Priebisch,  
Prof. J. G. Robertson,  
Prof. A. Salmon.

The Committee resolved (1) to invite teachers in Universities and Schools, and other persons interested in the question, to give their views ; and (2) with this object to issue a *Questionnaire* to Members of the Arts Faculties of the Universities, and to Teachers generally throughout the country.

The *Questionnaire* was as follows :—

### I. GENERAL.

1. Do you favour encouraging scholars to enter upon a definite academic career by filling the University Chairs and Lectureships from the ranks of British scholars rather than by recruiting from foreign sources ?

2. Do you consider that the discouragement of British candidates by the appointment of foreigners has a detrimental effect on the study of Modern Languages in general ?

3. Do you consider that the ultimate ideal to be kept in view is the maintenance of a professoriate composed (a) entirely, or (b) in the main, of British Teachers ?

4. If you consider that the presence of foreigners on the modern language staff of a University is desirable, would your views be met by the appointment of a *Lektor* or *Assistant* in each case, as is done in Continental Universities ?

5. What do you consider to be the order of importance in the following qualifications for a University Chair or Lectureship ?—Scholarship (degree), research and published work, teaching power, command of the foreign language, command of the English language.

6. Apart from the foregoing considerations, to what extent would you regard as preponderating factors in the making of appointments the greater interest to be expected from the British professor in his own national life, and in the characters and careers of his pupils, as well as his better understanding of their needs and difficulties ?

7. To what extent do you consider that a lack of previous residence in England and an insufficient knowledge of the English language constitute a serious objection to the appointment of a foreigner ?

### II. SPECIAL.

1. If you have taken part in an election which resulted in the appointment of a foreigner, would you state the ad-



vantages which were thought to accrue from the said appointment?

2. If it was thought that none of the English candidates was suitable, were they rejected on general principles, or for definite linguistic or academic reasons?

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Nearly three hundred answers to the *Questionnaire* were received, of which seventy-seven were from the Universities, and twenty-three witnesses attended to give evidence before the Committee.

Taken generally, the answers from University circles fall into three categories: (1) those from University teachers of Modern Languages of British birth; (2) those from University teachers of foreign birth; and (3) from others—Principals, Heads of Institutions, teachers of subjects other than Modern Languages. In the case of Groups (1) and (2) there is, as was hardly to be avoided, a certain admixture of *pro domo* argument; while one notes with surprise on the part of some teachers of other subjects a curious survival of the tendency to regard Modern Languages as belonging to a lower plane of academic study than their own subjects. The answers from the Schools have shown much less marked divergences.

Questions (1) and (2) are very generally answered in the affirmative. It was unanimously felt that British students and scholars ought not to be discouraged from taking up the study of Modern Languages with a view to becoming University teachers, and that any unfair weighting of the scales against British candidates for such posts must necessarily act as a deterrent. On the other hand, considerable divergence of opinion exists as to the alleged detrimental effect on the general study of Modern Languages at the Universities by placing the work in the hands of foreigners. Those who consider it an advantage to the ordinary student to have a foreign teacher, naturally regard the discouragement of the British aspirant to a professorship as of negligible importance; as one

answer has put it: "Not one in twenty thousand Modern Language students has any intention of becoming a University Professor of his subject."

Question (3), referring to the character of a Modern Language professoriate at a British University, has elicited very varied opinions. Taking the University answers by themselves, the first of the groups mentioned above, that is to say, Modern Language teachers of British birth, are, without exception, although in varying degree, in favour of a mainly British professoriate, and regard such as the ideal to be aimed at. The second group show a remarkable divergence of opinion. Teachers of German birth are entirely in favour of either a mainly British teaching staff, or, at most, a staff equally divided; while our colleagues of French birth, with equal unanimity, desire a wholly or predominantly French professoriate for their subject. In two cases, in fact—both professors of French nationality—it was held that only a Frenchman should be eligible for a professorship of French at a British University. No one, on the other hand, has demanded the absolute exclusion of foreign teachers, and only six or seven regard the exclusion as a possible ideal to be aimed at. The third group, whose opinion is, in many ways, of most practical importance, is predominantly in favour of a mainly British professoriate, with a foreign admixture. There is, however, considerable divergence of view in matters of detail.

Turning to the answers received from Head Masters and Head Mistresses—some 220—we find an overwhelming preponderance of opinion (82 per cent.) in favour of a British professoriate, with more or less help from subordinate foreign members of the staff. Eleven or twelve (*circa* 5½ per cent.) demand a foreign professoriate with, at most, British-born assistants, and the remaining 12½ per cent. maintain the view that the "best man," irrespective of nationality, should be chosen.

The most interesting and helpful answers have been received to Question (4), dealing with the organization of a



Modern Language department. Different conditions, it is pointed out, prevail at different Universities, and what might be adapted to a small University College might obviously not hold good in a large University which has at its disposal the means of providing a larger staff. In the large Universities there are opportunities for greater variety and higher specialization. Where there are two professors it is suggested that one of these should be British, the other might be foreign, and, in the case of the latter, the conditions might be such that previous residence in England and familiarity with English life and ideas were neither necessary nor desirable. At a smaller University, on the other hand, the view is pretty general that a British professor with a foreign assistant will best meet the requirements. On the whole, the impression which the answers to this question leaves is that local conditions must be taken into consideration in deciding the policy to be followed.

On the more definite question as to the introduction of the Continental system of a foreign *Lektor* or *Assistant* some valuable suggestions have been made. Taking again the answers from the Universities only, some thirty-two consider that the most satisfactory system is to have a British-born professor and a foreign *Lektor* or *Assistant*; about thirteen wish, in the place of the latter, a foreign teacher whose standing and salary shall be higher than those of the Continental *Lektor*—a kind of “Assistant Professor,” with the prospect of promotion; while seventeen express indifference as to whether the Professor is British or foreign, but in the former case they consider a foreign assistant indispensable, in the latter a British assistant.

From the answers favourable to the Professor and *Lektor* arrangement we note the following suggestions:—(1) That the *Lektor* should be a teacher who in his own country would be regarded as eligible for a University appointment; (2) that foreign *Lektors* should be appointed, as in Sweden, for a limited period of time. Amongst the objections raised by those who are opposed to the system we note the following:—

(1) That the *Lektor's* main interest is apt to be not the language he is called upon to teach, but that of the country in which he is teaching; (2) that the appointment of *Lektors* might lead to the delegation to them on the part of the British Professor whose interests were philological or literary of too much of the practical teaching of the foreign language, and that this would be fatal to the function of the Universities as training centres for Modern Language teachers. Taken generally, however, opinion seems to be opposed to the adoption of any rigid system at our Universities.

Questions (5), (6), and (7), dealing with the qualifications necessary or desirable in the University teacher of Modern Languages, have not yielded very satisfactory results. In the opinion of most of those consulted, the ability to carry out linguistic or literary research is regarded as indispensable, and superior to the possession of a high degree. The majority also agree in placing "teaching power" at the head of the list; while in several answers additional qualifications are mentioned, such as experience, judgment, personality. A thorough knowledge of the foreign language is naturally regarded as a *sine qua non*; but there is considerable difference of opinion as to how far a similar knowledge of English, or of English conditions and intellectual standards, is necessary. On the whole, however, it is recognized that the lack of an effective knowledge of English and of understanding of our national life has been, in the past, too often condoned by bodies making University appointments.

The necessarily limited answers to the two special questions relative to actual appointments did not furnish sufficient evidence to enable the Committee to come to a decision as to whether in any recent appointment a foreign candidate was preferred to a British one on any ground but that of greater suitability for the post in question.

Much of the divergence of view presented in these answers is due to varying opinion with regard to the object of Modern Language study, and the precise functions of a Professor of Modern Languages. There is a definitely utilitarian point of



view mainly put forward by teachers of subjects other than Modern Languages, according to which the chief business of the Universities is to provide a practical knowledge of the foreign language ; from this standpoint, fluency and accuracy in the use of the language are regarded as of the first importance. There are others, again, who do not attach such weight to the purely practical side, and rather look to modern languages and literatures taking their place, as instruments of mental training and taste, in a liberal education by the side of Latin and Greek. Another fruitful source of divergent opinion is the question as to what attitude should be taken up towards a foreign language and literature. One school of opinion holds that we should, in the appreciation and criticism of foreign literature, adopt entirely the point of view of the educated Frenchman or German, &c. ; whereas the opposite school of opinion believes that it is in the interests of our national education to foster in British Universities the British standpoint, as in the case, say, of Greek, Latin, or History ; and that to understand the foreign standpoint and obtain the foreign "atmosphere," the student ought to go abroad. This school maintains that, by looking at a foreign literature with our own, and not foreign, eyes, we are best able to assimilate the elements of that foreign culture which are of real value to the furtherance and deepening of our own.

The members of the Committee feel that it does not lie within their purview to enter into a discussion of such controversial matters in their report ; but they have endeavoured to keep in view, and as far as possible allow for, the conflicting standpoints. They have very carefully weighed and sifted the evidence laid before them, and considered in detail all proposals and suggestions ; and they would take this opportunity of expressing their warm thanks to all those who have so kindly co-operated with them, either by filling up the *Questionnaire* or by appearing before the Committee in London.

The conclusions which the Committee has arrived at are as follows :—

I. The Committee is of opinion that, in making University appointments in Modern Languages, all prejudices—where such still exist—against candidates of British birth are groundless, and to be deprecated. It is clearly the business of the University to obtain the most suitable occupant for the position which has to be filled; and for this reason they feel strongly that a fair field is essential. Any restrictions tending to limit the field of selection by favouring foreign candidates, would be prejudicial to the efficiency of University work in Modern Languages, as foreign scholars of high academic rank and of equal attainments with professors in their own Universities, whose field of activity is their own language and literature, are only in exceptional cases to be tempted to expatriate themselves.

II. The Committee holds that the ideal would be a professoriate consisting as a rule of British-born subjects and, while recognizing the difficulties under which British candidates have laboured in the past, believes that the recommendations made in this Report, especially in Paragraphs V and VII, would make it possible more and more to appoint British-born subjects as the responsible heads of Modern Language departments at British Universities. It must be remembered that such persons have, as Members of the Senate of the University, to assist in the government of the University, that they are responsible for the organization of the Department, the arrangement of Courses, Lectures, and Examinations, and that they have to advise students with regard to their studies and future careers.



III. Where appointments of foreigners are made to *permanent* posts, the Committee, basing its opinion on the evidence submitted, thinks that certain conditions should be kept in view. These are: (1) that the foreigner should possess the rank as a scholar which would entitle him to occupy a similar position in a University of his own country; (2) that he should be familiar and in sympathy with us in respect, not merely of education, but our national life generally; (3) that his activity as a teacher and a scholar should be directed to further the cause of the branch of learning he represents in this country, and (4) that naturalization should be a *sine qua non*. It may be pointed out that in France all occupants of University Chairs must be French by birth or naturalization, and all must be in possession of the French doctorate in letters or science.

IV. The Committee does not feel, in view of the evidence submitted to it, that it would serve any good purpose to arrange in order of importance the qualifications of a candidate for a University Chair. In most appointments personality plays an important part, and, while scholarship and research work are of the first importance, teaching and lecturing ability must not be undervalued. A thorough knowledge of the language in question goes without saying, while an inadequate knowledge of English would be a serious drawback, even in the case of a temporary post. In any case, the evaluation of such qualifications should be left to a Committee of Experts dealing with individual appointments.

V. The Committee confidently hopes that the most suitable candidates whom it is the object of the Universities to discover, will be found with increasing frequency among British scholars. It believes that the chief problem is to bring this state of things about; and that the efficient training of British scholars at British Universities, with a view to occupying the highest University positions, is of the first

importance. While assuming the more obvious desiderata, such as academic distinction, scholarly specialization, lengthy residence abroad, &c., the Committee would like to submit the following points for consideration: (1) The British candidate has, it is believed, too often relied on the possession of a high degree, combined with study at a foreign University, and perhaps also a foreign degree as constituting in themselves a passport to a University Chair. It cannot be sufficiently emphasized that, in view of the requirements of most British Universities at the present day, the candidate will greatly limit his chances of success unless such distinctions be supplemented by proved ability to carry forward some branch of his subject by means of criticism or research in the form of published work, as well as by clear gifts as a lecturer and teacher. (2) The position of Assistants in the Modern Language Departments of our Universities is, in most cases, unsatisfactory. The work required is often excessive, and effectively prevents independent scholarly activity, while the salary is so low as to make it necessary for a man in such a position to eke out his income by examining, editing school texts, journalism, and the like, instead of winning a reputation for himself by scholarly work, which, in itself, is financially unprofitable. The Committee is of opinion that an improvement in the salary of Assistants is urgently called for, and that it would lead to a corresponding improvement in the status of both the teachers and the subject.

VI. The Committee approaches with some diffidence the question of the internal organization of the Modern Language Department of a University. It recognizes that the particular system of a British professor assisted by a foreign *Lektor* or "Assistant," which found most favour in the answers to the *Questionnaire*, might not be suitable in all cases. At the same time, the Committee favours this plan: that is to say, the appointment of a young foreigner, whose own personal interests may be English, and not his own language and literature, and whose future lies in his own country, as



being likely to meet most requirements. The Committee would, however, deprecate the view that a foreign teacher of this type can, as assistant, take the place of a trained specialist in the language and literature to be taught; his functions should rather be supplementary. One good feature in the plan is that its existence in most Continental countries gives us the advantage of reciprocity—a matter of importance for the training of our own future professors of Modern Languages. Such reciprocity does not exist where higher positions are concerned. It may be noted that of British-born teachers of modern languages at the Universities of Great Britain and Ireland, a considerable proportion have been, for a time, *Lektors* or Assistants in English at German or French Universities. The Committee is strongly of opinion that the appointment of a foreign teacher of this kind should be made only for a limited period.

VII. The high standard of Modern Language teaching on the Continent is due in no small measure to the fact that foreign governments give, in certain cases, financial help to intending professors to enable them to pursue their studies abroad. At present, British candidates for Modern Language professorships, if they wish after taking their degree to study at foreign Universities, are obliged to do so at their own expense. To enable British candidates to compete on more equal terms with foreigners, the Committee is strongly of opinion that the Government should be asked to make a grant of a certain annual sum to provide scholarships. Appointments, or at least nominations to such scholarships, should be in the hands of the Universities.

VIII. The Committee thinks that, after the War, the question of the exchange of University professors—at least, between the allied nations—should not be lost sight of. It is also in favour of the principle of allowing terms kept in foreign Universities to count towards the number necessary

for obtaining a degree in the University to which the student was originally attached.

IX, The Committee further thinks that an extension of the *Privat-Dozent* system, which already obtains in at least one British University, might also prove helpful.

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*October, 1916.*









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